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ABSTRACT

This 2002 Underrepresented Groups Report discusses initiatives and strategies designed to increase participation among minorities, women, and individuals with disabilities in the Illinois Community College System (ICCS). The demographic data presented is from credit students. The typical male/female distribution on ICCS is 55.4% female and 44.4% male. Over the past 5 years, the number of female students completing programs has increased an average of 7.7%. During FY 2002, ICCS served approximately 11,383 students with disabilities (1.7% of all attending students). Learning disability is included in this statistic. The average age of the ICCS student was 31.1, and the median age was 26.7. In the state of Illinois, whites remain the largest ethnic group, but minorities have been responsible for Illinois' population growth over the last decade, with the percentage of whites decreasing from 78.3% to 73.5% of the population. Minorities accounted for 35.9% of students enrolled in credit coursework in the ICCS in FY 2002. Students identifying themselves as Hispanic became the largest minority group in the ICCS in 2000, and in 2002 constituted 16.2% of the credit student population. African American students are 14.1% of the student population. Offers a brief analysis of individual campuses' recruitment and preparation programs for each underrepresented group. (Contains 22 references.) (NB)

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ILLINOIS COMMUNITY COLLEGE SYSTEM PROGRAMS AND SERVICES FOR UNDERREPRESENTED GROUPS

FOCUS AREA: RECRUITMENT AND PREPARATION

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Illinois Community College System Programs and Services
Underrepresented Groups - Fiscal Year 2002

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INTRODUCTION

Initiatives and strategies to increase participation and achievement among minorities, women, and individuals with disabilities are reported upon annually through the Underrepresented Groups Report. The report provides community colleges with an opportunity to furnish updated information on activities and programs aimed at strengthening participation and progress among traditionally underrepresented student populations. Underrepresented Groups Report production is required through state legislation (Public Act 85-283). Illinois Community College Board staff furnish summary information from community colleges to officials from the Illinois Board of Higher Education where it is combined with materials from the public universities and forwarded to the Governor and General Assembly.

A diverse and inclusive college community provides an enriching atmosphere for learning and growth among all students, faculty, and staff.

> A racially and ethnically diverse student body has far-ranging and significant benefits for all students, non-minorities and minorities alike. Students learn better in such an environment and are better prepared to become active participants in our pluralistic, democratic society once they leave school. In fact, patterns of racial segregation and separation can be broken by diversity experiences in higher education. These are not assumptions but rather conclusions built on strong evidence derived from three parallel empirical analyses of students, as well as from existing social science theory and research (Gurin, 1999, p. 1).

Illinois community colleges are committed to fostering campus environments where equity and diversity are respected, encouraged, and valued.

The report begins with an overview of the demographics of community college students and faculty with external comparative information furnished where available. Appendix tables contain additional information. The focus topic for this year is recruitment and preparation and report sections provide information on a variety of related topics including: Student Recruitment and Best Practices; Faculty/Administrator/Staff Recruitment and Best Practices; and High School to College Readiness and Transition.

DEMOGRAPHIC INFORMATION

Illinois Community College System demographic data on credit students collected through the Annual Enrollment and Completion submission illustrate that Illinois community colleges serve a broad cross section of the general population. Census data are included where possible to provide an external reference point for reviewing the enrollment, completion, and staffing data. Additional analysis are included about the racial/ethnic distribution of community college credit students for selected broad program areas (PCS).

Gender – In the Illinois Community College System the overall male/female distribution of students typically fluctuates little from year to year. Females comprised 55.4 percent of the student population in fiscal year 2002. The percentage of male students has averaged 44.4 percent over the past five years. Census data show a slight reduction in the proportion of females in Illinois with 51.0 percent in 2000 versus 51.4 percent in 1990. Over the past five years, the number of female students completing degree programs has increased an average of 7.7 percent, while the number of female students enrolled in Illinois community college courses has increased an average of 1.4 percent.

Disability Status – During fiscal year 2002 Illinois community colleges served approximately 11,383 students with disabilities (1.7 percent of all attending students). This figure represents the number of individuals who self-identified their disability status on official college records. This year was the first time that colleges were asked to report the type of disability individuals attending community colleges possessed.

Responses that indicated a specific type of disability included learning disability (52.3 percent); medical (8.5 percent); auditory (6.7 percent); mobility (6.6 percent); mental (6.1 percent); visual (4.6 percent) and other (15.2 percent). In the 2000 census data, seventeen percent (1.2 million) of all Illinoisans between the ages of 21 and 64 years of age reported having a disability. Fifty-seven percent of these individuals who reported a disability indicated that they were employed. Census figures show a substantial Illinois population of individuals with disabilities (http://www.illinoisbiz.biz/2000census/04017.pdf).

Age – The average age of Illinois community college credit students was 31.1 in fiscal year 2002, which is just slightly younger than in fiscal year 2001 (31.3). The median age was 26.7, also just slightly younger than fiscal year 2001 (26.8). According to the 2000 census, the median age of all Illinoisans was 34.7 years. The latest census data also showed that nearly three-quarters (9.2 million) of all Illinoisans were 18 years of age or above (http://www.illinoisbiz.biz/2000census/04017.pdf).

Racial/Ethnic Distribution – According to the state census website, Illinois' population grew to nearly 12.42 million in 2000 compared to 11.43 million in 1990 (http://www.state.il.us/2000census/1990_2000_IL_Profile.xls). Detailed Illinois census data indicate that the state's population grew 8.6 percent over the last decade. Illinois' 2000 census data in Table 1 show that Caucasians remained the largest racial/ethnic group. However, minorities have been responsible for Illinois' population growth over the last ten years, as the percent of Caucasians decreased from 78.3 percent to 73.5 percent of the population.

The racial/ethnic data collection methodology changed for the 2000 census. In 2000, approximately two percent of all Illinoisans indicated two or more races on their census forms and this percentage is included in the "Some Other Race*" column in the table. Selecting more than a single race was not permitted in the 1990 census. The question on Hispanic ethnicity was asked independently from an individual's race in 2000. The 1990 census data were adjusted to allow for comparisons. The Hispanic** figure is a duplicated count for both years. These duplicated Hispanic population counts show substantial growth, from 904,446 in 1990 to 1,530,262 in 2000. Growth definitely occurred in Illinois' Hispanic population between 1990 and 2000. At the same time, a portion of this growth may be attributable to the changes in the reporting structure.

Table 1
State of Illinois Racial/Ethnic Distribution Based on the Census

	Caucasian	*African American*	*Asian American*	*Native American*	*Some Other Race**	*Hispanic** (Duplicated)*
1990	78.3%	14.8%	2.5%	0.2%	4.2%	7.9%
2000	73.5%	15.1%	3.4%	0.2%	7.8%	12.3%

SOURCE OF DATA: U. S. Census Bureau , 1990, 2000.

Overall in fiscal year 2002, minorities accounted for just over one-third (35.9 percent) of the individuals enrolled in credit coursework in the Illinois Community College System. Current data show that minority representation increased slightly (0.6 percent) over last year (35.3 percent). During the past five years, minorities have comprised an average of just over one-third (34.5 percent) of the student population. Students identifying themselves as Hispanic (currently 108,572) became the largest minority group in 2000 followed by African American students (currently 94,771). In fiscal year 2002, proportionate representation by Hispanic students and African American students increased to 16.2 and 14.1 percent, respectively, from last year (15.9 and 13.9 percent). Over the past five years, the Illinois Community College System Hispanic student population has grown by 25.9 percent, the largest increase of any racial/ethnic group.

Additional student racial/ethnic representation varies across broad program levels. For example, Table 2 contains information about the racial/ethnic distribution of Adult Education and English-as-a-Second Language (ESL) enrollments. Minority students accounted for nearly two-thirds (64.9 percent) of the individuals enrolled in community college Adult Education coursework in fiscal year 2002. African American students accounted for just over one-third (35.5 percent) of the adult education enrollments. Hispanic students accounted for approximately one-quarter (25.4 percent) of the individuals enrolled in Adult Education coursework. Minority students accounted for over three-quarters (80.3 percent) of the individuals enrolled in community college ESL coursework in fiscal year 2002. Hispanic students accounted for over two-thirds (69.4 percent) of the students enrolled in community college ESL coursework.

Table 2
Fiscal Year 2002 Minority Students Enrolled in
Adult Education (ABE/ASE) and English-as-a-Second Language (ESL)

Program	African American	Hispanic	Asian	Alien	Native American	Minority Subtotal
ABE/ASE %	**35.5%**	**25.4%**	**2.5%**	**0.9%**	**0.7%**	**64.9%**
Number	20,842	14,884	1,493	515	386	38,120
ESL %	**1.3%**	**69.4%**	**7.5%**	**2.1%**	**0.1%**	**80.3%**
Number	968	52,092	5,594	1,547	89	60,290

SOURCE OF DATA: Annual Enrollment and Completion (A1)

Table 3 illustrates the distribution of minorities in baccalaureate/transfer and occupational programs. During fiscal year 2002, over one-quarter (27.1 percent) of baccalaureate/transfer enrollees were minority students. An examination of each minority racial/ethnic group's representation across the baccalaureate/transfer program area indicates that African-American students (13.8 percent) accounted for the largest minority group enrollments, followed by Hispanic (7.7 percent), Asian (4.9 percent), Nonresident Alien (0.5 percent), and Native American (0.3 percent) students. Table 3 shows that over one-fourth (27.6 percent) of students enrolled in occupational programs were members of a minority group. African-American students had the highest representation among minorities in occupational programs and accounted for 15.1 percent of the population. Hispanic students had the second largest enrollment in occupational programs (7.3 percent), followed by Asian (4.2 percent), Nonresident Alien (0.5 percent), and Native American (0.4 percent) students.

Table 3
Fiscal Year 2002 Minority Students Enrolled in
Baccalaureate Transfer and Occupational Programs

Program	African American	Hispanic	Asian	Alien	Native American	Minority Subtotal
Baccalaureate Transfer %	**13.8%**	**7.7%**	**4.9%**	**0.5%**	**0.3%**	**27.1%**
Number	33,426	18,664	11,843	1,114	789	65,836
Occupational %	**15.1%**	**7.3%**	**4.2%**	**0.5%**	**0.4%**	**27.6%**
Number	27,392	13,297	7,656	910	683	49,938

SOURCE OF DATA: Annual Enrollment and Completion (A1)

Across all minority racial/ethnic groups, in 2002 there were about twice as many occupational completers as baccalaureate/transfer graduates. Table 4 shows that during fiscal year 2002, a larger number of minorities completed occupational programs (8,278) than baccalaureate/ transfer programs (2,133). Minority students accounted for 32.8 percent of occupational completers

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compared to 16.8 percent of the baccalaureate/transfer graduates. Slightly less than one out of five occupational program completers was African-American (17.3 percent). The distribution for the remaining minority occupational completers was Hispanic (9.0 percent), Asian (5.6 percent), Native-American (0.4 percent), and Nonresident Alien (0.4 percent). African-American students represented a much smaller proportion of the baccalaureate/transfer graduates at 7.3 percent than the occupational program completers. Hispanic students (6.0 percent) accounted for the second largest group of baccalaureate/transfer minority graduates followed by Asian (2.9 percent), Nonresident Alien (0.3 percent), and Native American (0.2 percent) students.

Table 4
Fiscal Year 2002 Minority Student Completers in
Baccalaureate Transfer and Occupational Programs

Program	*African American*	*Hispanic*	*Asian*	*Alien*	*Native America n*	*Minority Subtotal*
Baccalaureate Transfer %	**7.3%**	**6.0%**	**2.9%**	**0.3%**	**0.2%**	**16.8%**
Number	928	768	363	44	30	2,133
Occupational %	**17.3%**	**9.0%**	**5.6%**	**0.4%**	**0.4%**	**32.8%**
Number	4,372	2,281	1,420	97	108	8,278

SOURCE OF DATA: Annual Enrollment and Completion (A1)

Analyses by Humphreys (1999) and the American Council on Education/American Association of University Professors (2000) indicate that a diverse faculty promotes a positive learning environment for both minorities and Caucasians. Table 5 shows that in fiscal year 2002 minority faculty accounted for 13.4 percent of both the full-time and the part-time Illinois community college faculty. Both figures are down slightly compared to last year.

Table 5
Fiscal Year 2002 Minority Faculty in
Illinois Community Colleges

Program	*African American*	*Hispanic*	*Asian*	*Native American*	*Alien*	*Minority Subtotal*
Full-time %	**7.9%**	**1.5%**	**3.6%**	**0.2%**	**0.2%**	**13.4%**
Number	354	67	162	10	8	601
Part-time %	**7.4%**	**3.1%**	**2.4%**	**0.4%**	**0.1%**	**13.4%**
Number	809	341	260	39	14	1,463

SOURCE OF DATA: Faculty, Staff and Salary (C1)

Each institution takes the responsibility to meet the needs and demands of area communities and constituents very seriously. Each college's livelihood depends on meeting customer needs. The

colleges tend to reflect the communities in which they are located. Interest in creating a diverse environment is common to all colleges across the system. Strengths and opportunities for improvement may differ by locality.

FOCUS TOPICS

The following paragraphs provide summary information about programs, services and initiatives underway in the Illinois Community College System during fiscal year (FY) 2002 to address the needs of underrepresented groups. Recruitment and preparation is the overall theme for the focus topics with the following submission components:

Student Recruitment and Best Practices;
Faculty/Administrator/Staff Recruitment and Best Practices; and
High School to College Readiness and Transition.

STUDENT RECRUITMENT AND PREPARATION

Community colleges primarily serve part-time commuter students and are challenged to recruit and serve the diverse groups and interests of their respective service regions. All Illinois community colleges are interested in increasing the diversity of their student body and strive to better meet the needs of traditionally underrepresented groups including ethnic/racial minorities, women, and individuals with disabilities. A more diverse student body benefits all students.

Illinois community colleges recruit students from underrepresented groups in a variety of ways, including career/college fairs, high school visits, marketing and advertising campaigns, scholarship offerings, mentoring initiatives, and community outreach programs. Many community colleges also recruit heavily from their Adult Education, General Education Development (GED), and English as a Second Language (ESL) programs into college credit programs. Community colleges also promote dual credit programs with area high schools. Following are examples of selected college recruitment efforts.

SELECTED BEST PRACTICE RECRUITMENT AND PREPARATION PROGRAMS FOR MINORITY STUDENTS

Highland Community College's Enrollment Management Team has developed a multifaceted approach to recruitment. The Team has dedicated local operating funds to a half time position to staff an Inquiry Response Center. The Center ensures that all requests for information are received in a timely fashion and the follow up is handled personally by the staff person who can best relate to the student's background and address his or her needs. Additionally, an Enrollment Management Team member who is an African American works particularly closely with the Freeport schools which have the college district's largest concentration of minority students. The contact person spends a good deal of time at Freeport High School and

Highland Community College's Inquiry Response Center ensures that all requests for information are received in a timely fashion and the follow up is handled personally by the staff person who can best relate to the student's background and address his or her needs.

delivers all of the information and makes all of the visits to this school for maximum exposure and positive role modeling to the African American student population.

Highland Community College's Enrollment Management Team has also targeted recruitment of working adults at their places of business to try to get additional employed adults to enroll and improve their skills. Weakness in the local economy have made this a more challenging task. Highland Community College officials also continue to work with local business partners and adults who come to the college for retraining through the Workforce Investment Act.

Highland Community College has also actively recruited recent GED completers. This initiative is coordinated across multiple departments to help GED completers make a successful transition to college. This project is beginning to show positive results after the first year of implementation. Similarly, the Enrollment Management Team is pursuing Upward Bound Program participants since these individuals have developed skills and support systems to successfully make the transition to college. The Enrollment Management Team has implemented new recruitment strategies and expanded data tracking techniques to more fully evaluate the effectiveness of their efforts. Future recruiting efforts will be guided by results from existing initiatives.

In partnership with other community agencies, **Illinois Valley Community College's** *Hola, Mendota* English as a Second Language (ESL) class was created to attract ESL students from Hispanic families living and working in the Mendota, Illinois area – particularly seasonal migrant workers. Collaboration with key individuals from the Mendota community helped promote the success of *Hola, Mendota*. The superintendent of the elementary school district provided an easily accessible site already set up for childcare. The president of the local Hispanic Partnership Council spearheaded recruitment for the Mendota ESL class. Various support services such as bilingual instructors and childcare professionals as well as a free meal on-site encouraged participants to attend class.

Hola, Mendota was highly successful, with 41 Hispanic adults enrolled for the eight-week summer session and childcare provided for an average of 40 children each week. Eventually two additional bilingual teachers and one volunteer were added to handle the influx of students. Positive word-of-mouth in the community regarding the summer class has carried over into the current fall semester. Fall enrollment for *Hola, Mendota* has held steady at 40-45 adults and an almost equal number of children. Many students have continued from the summer, with many new students joining. However, the best evidence of success is seen in what the students have learned. Nearly half (17) of the 41 summer session students have gained a whole level on the Basic English Skills Test (BEST). The remaining students have gained points within the existing level.

At **Malcolm X College**, one of the City Colleges of Chicago, administrators each adopt an area high school and bring teams of college staff to the adopted school. Participating high schools are selected using several criteria including a desire to attract a more diverse group of students to the college. Recruitment sessions are conducted with the principal, counselors, and high school seniors. In an effort to increase minority and underrepresented student migration to the local community college the teams establish a close professional relationship with school representatives and extend outreach efforts to potential students. They provide personalized and timely information on college programs, the application process, scholarship opportunities, and provide insights about financial aid resources. One of the follow-up activities is to invite area high school principals and counselors to the college campus for a breakfast meeting. High school officials are provided with aggregate information regarding recent high school graduates enrolled at the college. College staff also share the latest information concerning college programs and services. Five principals from

those high schools with the highest numbers of recent graduates attending the college receive recognition and an award. The college also partners with the owners of a local sports complex to award neighborhood scholarships. Neighborhood Scholarship nominations of high school seniors are made by counselors. These initiatives have contributed to additional enrollments of a more diverse group of students at the college among recent high school graduates.

The College of Lake County incorporates several programs into their minority student outreach and retention efforts. The Conversation Café was created in response to requests by ESL students that the college provide opportunities for English language learners to have meaningful, in-depth discussions in English with native and/or fluent speakers. This forum gives students the chance to practice English in a natural, yet structured, fashion. Moreover, these discussions allow ESL students to be more than recipients of information; they have the opportunity to be experts, providing information that their listeners want to know. The Conversation Café also gives college faculty and staff and other community members a venue for meeting English language learners to help them practice English language skills. This program has resulted in more proficient cross-cultural communicators. The warmth and friendship started at the Conversation Café has provided positive diversity experience for participants and the community. Students also have been able to make valuable contacts with faculty and staff while beginning their academic careers.

The College of Lake County's student retention program has been in existence for three years and helps special population students successfully achieve their academic goals. The success of the program is due in large measure to the efforts of two retention specialists who work with underrepresented students, focusing on African-American and Latino students. During the 2001-2002 academic year the retention specialists visited basic skills classes in Math and English (40 class visits), organized study groups (20 student participants), advised the Latino Club (30 students) and the Black Student Union (28 students), ran a campus-wide mentoring program for special populations students (25 students and mentors), met individually with faculty and students, referred students to college support services (over 300 referrals), assisted with the recruitment and enrollment of Spanish-speaking students, played multiple roles during new student orientation (had contact with over 900 students), worked closely with at-risk student athletes, and supported campus-wide student activities. The retention specialists are broadly involved at the college and come into contact with a large number of students, faculty and staff.

The College of Lake County's Cultural Day of Sharing is an annual event occurring in April that exposes the student population to various cultures around the world. Each year a new topic is selected to be the common tie that bridges all of the cultures invited to participate. The most recent topic was Religion. The Cultural Day of Sharing "Religions of the World" introduced students to various culturally-related religions and faith-based beliefs. International religious organizations were invited to participate in fair, structured seminars, and several panel discussions on relevant topics dealing with religion and quasi-religious issues. Other programs included activities showing the commonalities between various religions and efforts to create world peace through religious organizations. The Cultural Day of Sharing assists the college in providing diversity and multi cultural programs to engage students in understanding themselves and the people around them, thus teaching the students valuable lessons in civility and acceptance.

Rend Lake College selected The College Student Inventory by Noel-Levitz as a means to assess new students' individual academic and personal needs and to identify students who are at-risk for difficulties in either area. Students possessing characteristics that suggest a propensity for dropping out are targeted for early intervention.

As part of **Rend Lake College's** Retention Management System, the decision was made to move from "early alerts" (student intervention forms sent by faculty members to counselors for follow up) to a more proactive instrument. The College Student Inventory by Noel-Levitz was selected as a means to assess new students' individual academic and personal needs and to identify students who are at-risk for difficulties in either area. Students possessing characteristics that suggest a propensity for dropping out are targeted for early intervention. Additional personal contact is made with students before classes begin or early in the term can link them with campus resources early in their college career. The goal is to improve the odds of success with their educational plans and career aspirations among individuals who appear to be "at risk."

After Rend Lake College's students participated in an on-line pilot project with Noel-Levitz during the Spring 2001 semester, it was determined that students' needs were better served by using the paper/pencil survey. This paper survey was given to all first-time, full-time students (excluding career/technical students) as they registered for Fall 2001 classes. Of the 243 students who participated in the survey, 40 students were determined to be dropout prone. To establish contact with at-risk students, a letter was mailed to each of the 40 dropout prone students, signed by the counselor who registered them. Rend Lake College officials invited these students to make an appointment with their counselor to review the survey results. Counselors attempted to make telephone contact with each students who did not respond to the letter. A post card was sent to the 40 students inviting them to make an early registration appointment with their counselor for the following semester. Thirty-two of the 40 dropout prone students (80 percent) enrolled for the next semester – Spring 2002.

Initiatives at, Highland Community College, Illinois Valley Community College, Malcolm X College, the College of Lake County, and Rend Lake College represent only a small number of the many successful approaches Illinois community colleges have instituted in recruiting, preparing and retaining minority students. Providing effective outreach and retention programs for minority and underrepresented student populations are important parts of the community college mission.

SELECTED BEST PRACTICE RECRUITMENT AND PREPARATION PROGRAMS FOR FEMALE STUDENTS

In keeping with federal Postsecondary Carl Perkins Legislation, community colleges all offer initiatives specifically designed to serve the needs of women who are seeking employment in occupations that are non-traditional for their gender. Statewide databases were used to identify occupations where females are underrepresented and show related training programs. Wage and growth data supplied from state databases help individuals and institutions target high wage, high growth opportunities. Additionally, colleges frequently recruit and provide supplemental services to females from disadvantaged backgrounds and expectant or new mothers.

The purpose of **Lake Land College's** "Totally Tech" initiative is to introduce nontraditional careers to young women while they are still in high school. The initiative aims to allow participants to broaden their view of potential technical career options. "Totally Tech" was offered for the first time

in March 2001. Based on positive evaluations, the one-day event was offered twice in fiscal year 2002. The College's Perkins Postsecondary Program Grant Office, Eastern Illinois Education for Employment Systems and the three nontraditional career and technical education programs collaborated to offer the sessions on the Lake Land College campus. The three nontraditional occupational programs focused on were Telecommunications, Electronics Technology and Radio/TV Broadcasting.

In 2002, a total of 60 high school age young women from 9 area high schools attended this event. This is up from13 student participants representing 6 high schools in 2001. Sessions focused on team building and problem-solving using a hands-on, interactive format. Attendees participated in activities that used technical and workplace skills in the college's telecommunications, electronics, and radio-TV facilities. Sessions were facilitated by Lake Land College faculty and staff as well as nontraditional workers in the three disciplines. Funding for this event was through the Tech Prep and Perkins III grants. Lake Land College's Tech Prep office is monitoring the high school to college transition of students who participated in "Totally Tech"; however, since the program is relatively new most of the participants are still enrolled in high school.

In summer of 2002, **Illinois Eastern's Wabash Valley College** began an initiative to increase enrollment of non-traditional students and underrepresented groups by promoting additional partnerships with and among social service agencies who provide support to these individuals. Individuals employed at area social service agencies who have a direct impact on the support structure provided to women, minorities, disadvantaged, and low-income individuals were invited to a meeting. The college provided a resource manual highlighting all of the services available to students and the necessary qualifications for listed services. The purpose was to bring area support agencies together so they could learn more about the college's resources as well as the resources of other participating agencies, and, subsequently, bring all resources to bear on the support structures available to their clients. Additional linkages and cooperation across agencies are occurring.

Illinois Eastern's Wabash Valley College began an initiative to increase enrollment of non-traditional students and underrepresented groups by promoting additional partnerships with and among social service agencies who provide support to these individuals.

The **Danville Area Community College** Foundation obtained a $400,000 grant from the National Science Foundation (NSF) to fund a scholarship program entitled, "21st Century Scholars: Putting Computer Science, Engineering and Mathematics to Work." The grant enabled the College to support enrollment and completion among students who have been underrepresented in high-tech fields, particularly female and minority students. Through the grant, college officials award 30 annual scholarships to students pursuing Associate degrees in computer science, computer technology, engineering, engineering technology or mathematics. The program also supports internship opportunities for scholarship recipients by providing them with a stipend. The program encourages and enables academically talented students with financial need to enter the high technology workforce upon completion of a computer science, engineering or math related degree.

A program at **Illinois Valley Community College** entitled "The Math and Science Camp for Boys and Girls" offered in conjunction with Starved Rock Vocational and Technical Education (SRAVTE) introduces high school students to nontraditional careers. Illinois Valley Community College female faculty teach at the camp which is held on the college campus. The students meet with professional women working in technical fields that require strong math and science skills and participate in a variety of hands-on activities. A similar program centered around electronics is also

offered, in which participants are introduced to nontraditional careers in that field. For example, attendees participate in exercises to disassemble, perform basic maintenance/upgrades, and reassemble a microcomputer.

Sample initiatives that provide special support services for specific groups of women are those offered by **Danville Area Community College**. The College provides transitional and support services programs for predominantly young females receiving financial assistance through the Department of Human Services. The Teen Parent Services (TPS) program covers a variety of student expenses for non-high school, non-GED, low-income, female students up to the age of 20. The Youth Employment and Education Program (YEEP) provides at-risk youth with financial assistance and support to continue their education in a post-secondary setting. TPS students who complete their high school diploma or GED are easily transitioned into the YEEP program and receive financial assistance and support to continue their education in a post-secondary setting.

In a similar initiative, **Illinois Valley Community College** cooperates with Starved Rock Vocational and Technical Education (SRAVTE) partners to recruit cohorts of pregnant and parenting female high school students into college career programs. Student cohorts enter Certificate and Associate in Applied Science degree programs which are designed for immediate employment upon completion. Staff meet with and support pregnant and parenting teens in ten district high schools. The goal is to assist teens in becoming self-sufficient through enrollment and completion of college career programs. Approximately 30-35 females have been served yearly through this program.

Lake Land College, Illinois Eastern Wabash Valley College, Danville Area Community College and Illinois Valley Community College represent only a few of the many successful approaches Illinois community colleges have instituted in recruiting and preparing female students into nontraditional fields and for successful transition into the workplace.

SELECTED BEST PRACTICE RECRUITMENT AND PREPARATION PROGRAMS FOR STUDENTS WITH DISABILITIES

During fiscal year 2002, approximately 11,383 students with disabilities were served in Illinois community colleges. According to Barnett and Li (1997), more than 53 percent of postsecondary education students attend community colleges. The number of students with disabilities entering college is expected to increase due to mainstreaming in secondary schools, efforts by postsecondary officials to make programs and facilities more accessible, and accompanying increases in opportunities for employment and independence (Flick-Hruska and Blyth, 1992).

Educational opportunities for students with disabilities has increased due to the following legislation: the Rehabilitation Act of 1973, the Individuals with Disabilities Education Act of 1975, and the Americans with Disabilities Act of 1990. The 1973 Rehabilitation Act opened up educational opportunities to disabled persons at all levels. The Individuals with Disabilities Education Act went further by requiring the mainstreaming of disabled students into classrooms, as appropriate, and establishing of individualized educational programs for students with disabilities. The passage of the Americans with Disabilities Act of 1990 reinforced the common goals of full participation in American society for people with disabilities (http://www.ed.gov/offices/OCR/disabilityoverview.html and http://www.ed.gov/offices/OSERS/Policy/IDEA/overview.html). In 1999, the Olmstead Supreme Court decision challenged restrictions by federal, state, and local governments and furthered the ultimate goal of promoting equality of opportunity to individuals with disabilities. State funded schools – universities, community colleges,

and vocational schools – must provide the most integrated setting appropriate to meet the needs of individuals with disabilities (http://www.cms.hhs.gov/ olmstead).

Illinois community colleges furnished examples of programs and initiatives aimed at meeting the needs of individuals with disabilities. Several examples of recruitment and retention efforts to address persons with disabilities were provided.

Lincoln Land Community College reaches out to students with disabilities by visiting high school resource classrooms, speaking at Agency Representative Nights hosted by Springfield Area and Four Rivers Special Education districts, and holding a program on the college campus specifically for high school seniors with disabilities. This program, entitled "Mission Impossible", has become so popular that high school counselors and special education teachers are requesting it by name. The program incorporates a tour of the college campus and features sessions with key college personnel who are important to a successful college transition for entering students with disabilities. Later in the day, students' are then given the task of locating and investigating specific offices and must return with the necessary information for enrolling in classes at the college. This participatory approach has stimulated interaction, placed more responsibility on the potential student, and empowered them to take additional steps toward independence and college enrollment. Theses students are much more comfortable on their next campus visit after participating in this series of orientation sessions.

Lincoln Land Community College reaches out to students with disabilities through a program called "Mission Impossible." This program has become so popular that high school counselors and special education teachers request it by name.

Joliet Junior College's Student Accommodations and Resources (StAR) Department provides accommodations and support services to credit students with documented disabilities and limited English proficient students. StAR staff have stepped up recruitment efforts and in 2002 and served 869 students. StAR counselors and advisors logged approximately 6,672 hours of direct services to students. Tutoring and extended time testing are provided for limited English students. In Spring 2002, StAR provided services to 52 limited English proficient international students from over 25 foreign countries. Additionally, in an effort to provide additional outreach and share costs, Joliet Junior College entered into a formal cooperative agreement with the Office of Rehabilitation Services (ORS) for mutual students. Under the agreement, ORS pays one-half of the college's cost of tutoring, note-taker services, interpreters, readers, and Braille services. StAR also refers students to ORS and other community service providers such as Will County Mental Health. Strong ties with community service providers extends opportunity to additional individuals and ensure more efficient delivery of services and more effective transitions.

Kishwaukee College officials implemented an approach to serve students with learning disabilities better by delivering timely and cost effective in-house learning disability assessments. Kishwaukee College supported the training of its disabilities services professional to receive certified administrator status for the Woodcock/Johnson learning disabilities assessment instrument. Having a trained person on staff has allowed the college to conduct its own professional assessments, properly document learning disabilities, and provide appropriate accommodations for students. Additionally, the objective to be no or low cost to the student was met by using grant funds to pay for the staff member's assessment time. Now that this trained professional has retired, a modest fee is paid by the college ($20 per hour) for each assessment. As the number of students with a learning disability increases, the college may have to require students to pay assessment costs

($65 to $100) which is still well below what area psychologists charge for comprehensive assessments.

The impact of Kishwaukee College's sponsored assessment for students with learning disabilities has been substantial. For the past 10 years, between 5 to 10 adults and some traditional age students without assessment documentation have been tested annually. As a result, each of these students now possess legal documentation of a learning disability and have a record of their specific learning strengths and weaknesses. This allows for special accommodations to be implemented that improve opportunities for success. While some community colleges have used area psychologists or had an Office of Rehabilitative Services Office (ORS) nearby to conduct assessments, Kishwaukee College discovered that it was too costly for the undiagnosed adults to use area psychologists and the distance to the nearest ORS offices was too great so college officials provided this needed service in-house. Over 60 students have benefitted from the in-house assessment program.

Four years ago officials from the Illinois Eastern Community College District's **Olney Central College** began implementing a four step plan to better identify and serve students with disabilities. Initially eleven staff were trained as Resource Specialists for Special Learning Needs to assess and inventory student's special learning needs and devise strategies and accommodations to help them succeed in the classroom (Step one). Step two involved implementing related training for a broad cross section of faculty and staff on several topics including Learning Styles, Brain Dynamics, the Americans with Disabilities Act, Legal Accommodations and Strategies, and Understanding Learning Disabilities. In FY 2002, Vocational faculty, Dislocated Workers staff and Learning Skills Center (LSC) faculty and staff attended further learning disabilities training.

Step three placed additional emphasis on referring students for assessment. Advisors screened school records, test results, agency referrals, and self-disclosure to refer individuals to the Learning Skills Center for in-depth assessment. ABE/GED and Developmental instructors conduct brief interviews with all students in their classes and refer students to the LSC for further assessment as needed. Learning Skills Center staff conduct additional assessments with appropriate tools such as Payne Learning Need Inventories, SATA, WRAT, Peabody Picture Vocabulary Tests, and the Woodcock-Johnson III. Step four was to hire a Developmental Support Specialist to perform testing and assessment for Olney Central College and the other three Illinois Eastern Community College campuses. Test results, school records, and individual education plans are used to design strategies and accommodations to promote classroom success. With the students' permission, specific strategies and accommodations are sent to student's instructors who implement the recommendations with assistance from the LSC.

Over the past two years, identification of and service to disabled students has risen dramatically at Olney Central College. Approximately one-third of adult education (ABE/ASE) students were identified with special learning needs. Course completion rates for these students receiving assistance for FY 2002 were extremely high. About one-fifth of the Developmental students in flex-option classes were identified with special learning needs. The overall completion rate for Developmental students receiving special support rose 15% from FY 00 to FY 02. The comprehensive, institution-wide nature of the special learning needs program for disabled students has helped make it so successful.

Richland Community College's comprehensive Disability Accommodation

Richland Community College's Disability Accommodation Services (DAS) program return rate has grown from 69% for Fall 1999 to 82% for Spring 2002.

Services (DAS) program began in FY 1999 and has rapidly evolved to meet the growing population of students with disabilities. Services and outcomes are closely monitored by staff. The number of students served through the DAS has grown from 70 in Fall 1998 to 156 in Fall 2002. The course completion rates for DAS students have consistently been between 90 and 93 percent each semester. The return rate has grown from 69 percent for Fall 1999 to 82 percent for Spring 2002. The number of graduates has increased from 7 in Spring 1999 to 13 in Spring 2002. Currently 160 students are receiving services, up 23 percent from 1999. Students receiving appropriate supportive services have exhibited grade point averages that are consistently competitive with students without disabilities. The within semester retention and between semester return rates are higher for individuals receiving services than students without disabilities. Carefully developed accommodation plans which are effectively implemented have made a difference for individuals with disabilities at Richland Community College.

Illinois Valley Community College's Office of Special Populations participates in several transition activities for persons with disabilities. In cooperation with Starved Rock Area Vocational and Technical Education (SRAVTE), visits are made to high school seniors with disabilities. Topics at these highly interactive meetings include knowing and understanding student disabilities; understanding support services available at the college; and becoming acquainted with the skills needed to effectively make the transition to college. The Office of Special Populations also participates in regional in-service programs and transition fairs that focus on helping students make the adjustment from high school to college. The Special Populations coordinators also attends exit staffing meetings of high school seniors interested in attending the college to administer placement examinations while offering appropriate accommodations. An orientation is also held each year for students with disabilities. This "Special Needs Orientation" is held in the fall, prior to the start of the semester and is a required activity for first time students with disabilities. Students receive information on tutoring and study groups and learn how to accurately describe their disabilities to instructors. Paperwork for accommodations is distributed and explained, and icebreaker activities are conducted to foster camaraderie among the students.

Listed initiatives are only a few of the many successful approaches Illinois community colleges have instituted in recruiting, preparing and serving students with disabilities. All colleges provide services to individuals with disabilities based on their ability to benefit.

FACULTY/ADMINISTRATIVE/STAFF RECRUITMENT

Developing and promoting a diverse faculty and staff is a priority across the Illinois community college system. The variety of perspectives diverse groups and individuals bring to the campus community are enriching and valued. Diverse faculty and staff benefit students by serving as role models and mentors within the college community.

> A diverse faculty brings benefits that go beyond a diverse student body. Minority and female faculty are more likely to use various modes of teaching, particularly interactive teaching strategies, and they are, therefore, often more successful in tapping into students' different learning styles and engaging student interest. In addition, underrepresented faculty, through their experience, perspectives, and research interests, redefine and expand the range of scholarship in their fields (State of Illinois Board of Higher Education, 2003, p. 5).

Illinois community colleges have identified the recruitment of minority, female and disabled faculty, administrators and staff as a priority during this past fiscal year. Recent tight budget conditions have impacted and limited hiring systemwide. Colleges have taken advantage of State and Federal funding opportunities through Higher Education Cooperation Act (HECA) grants, the ICCB Performance Based Incentive System, the Illinois Minority Graduate Incentive Program (IMGIP), and the Illinois Consortium for Educational Opportunity Program (ICEOP). They have also created diversity-related positions such as Associate Dean for Multi cultural Learning and Vice President for Diversity, and institutionalized practices such as diversity training workshops to further inform current employees and foster a welcoming environment. They have developed Faculty Internship and Visiting Scholar Programs designed to encourage underrepresented faculty to obtain advanced degrees as well as to attract more diverse applicants for open positions. Several schools have developed minority vitae banks from which to draw applicants.

> What can be overlooked in the diverse hiring conundrum is the crucial roll that both search committees and institutional culture play in the recruitment and retention of diverse faculty and staff... (Kayes, 2002, p. 1).

Colleges officials are sensitive to the need to involve a broad cross section of the college community in the selection process and attempt to develop a welcoming environment for diverse faculty and staff. Colleges have also targeted specific underrepresented groups (i.e., Hispanic individuals) through local publications and expanded networking efforts with professional organizations. They have sought to promote employees in underrepresented groups from part-time to full-time positions and implemented scholarship programs designed to encourage outstanding students to continue their education in return for teaching at the college. At least one college has been able to set aside a contingency fund to hire minority candidates outside of their normal hiring process and to reimburse faculty, administrators, and staff for minority recruitment-related travel expenditures. Following are examples of selected college efforts.

Highland Community College continues its ICCB Performance Based Funding Initiative in a continuing attempt to improve the climate, diversity, and opportunities for underrepresented faculty and staff. This college-wide goal targets a variety of issues and groups, encompassing minority representation, female representation, and the recruitment of staff with disabilities. This continuing

effort – which grew out of their ICCB Performance Based Incentive System initiative – is tied to institutional planning and intended to be the initiative that coordinates all college-wide diversity efforts.

Lake Land College continually strives to diversify the makeup of its faculty and staff by diversifying college search committees. Members of minority groups are included on selection committees whenever possible. Female representatives sit on all search committees for faculty replacement, and all search committees are encouraged to recommend finalists from both genders and minorities whenever possible. As a result, either minorities or candidates from both genders have been interviewed as finalists for most of the college's recent general education openings.

The focus of **Elgin Community College's** faculty/staff recruitment efforts includes activities designed to educate and reassure those threatened by change or who have a limited appreciation of other cultures. The college's philosophy is that diversity adds value and enrichment to each member of the community, both personally and professionally. Leadership commitment and integration are critical to program success. At the same time, every employee must feel part of the effort through communication and involvement. Beginning in February of 2002, every faculty and administrative search committee member has been required to participate in an employment-focused diversity training session. Sessions are designed to assist search committee members in identifying and recognizing conscious and unconscious bias that may impede the selection of diverse candidates in the employment-search process.

Thus far, 137 college employees have been trained. In June 2002, the college sponsored five employees to attend a "train-the-trainer" institute in Champaign, Illinois, at which time the college also purchased a license enabling these individuals to use DiversityWorks, Inc.'s materials and to facilitate the training module. During fiscal year 2002, a total of 237 people began working at the college. Sixty-two percent were female; and the racial/ethnic profile was 2 percent Asian/Pacific Islander; 6 percent Black Non-Hispanic; 17 percent Hispanic; 60 percent White Non-Hispanic; and 15 percent Unknown. When compared to the racial/ethnic profile of the community college district, Elgin Community College's new hires showed progress in reflecting the diversity of our community. The two categories where further efforts will be needed to meet the goal include: Asian/Pacific Islander (2 percent hires vs. 5 percent district) and American Indian/Alaskan (0 percent hires vs. 1 percent district).

Progress has been made in recent years at **Southeastern Illinois Community College** in employing individuals from underrepresented groups. Seven years ago the first woman was employed as a senior level administrator. Today four of the six senior level administrators are female. The Dean of Instruction, Associate Dean for a branch center, and the Director of Institutional Research and Developmental Education are all female. In Community Education, an African-American female has filled the Displaced Homemaker Advocate position. Females with disabilities are also employed on campus in the library and business office. College officials have broadened their recruitment practices to attract additional highly qualified individuals from underrepresented groups to the institution.

Triton College's Academic Success Center has actively recruited minorities, individuals from other countries who reside in the area, and females to serve as tutors. Overall, the diversity found in the staff of the Academic Success Center reflects the diverse population of students on the college's campus. The Academic Success Center is attempting to provide a welcoming environment for students seeking assistance with their study skills and other college coursework.

Black Hawk College's Faculty Internship/Mentoring Program (FIP) helps individuals from underrepresented groups gain access to full-time faculty positions in higher education. At the same time, the College cultivates additional qualified faculty via a "grow your own" candidate approach to minority faculty recruitment. Interns team-teach two courses per semester in their discipline area with a faculty mentors (approximately 40% of a regular, full-time teaching load). While teaching a reduced load, interns simultaneously pursue a graduate degree part-time at a university of their choice.

Black Hawk College's Faculty Internship/Mentoring Program (FIP) helps individuals from underrepresented groups gain access to full-time faculty positions in higher education.

Faculty interns are responsible for completing a master's degree within three calendar years. Interns pursuing a doctoral degree can be eligible for additional college support. Faculty interns receive competitive full-time salaries; fringe benefits which parallel those of full-time faculty; stipends to pay for graduate school (tuition, fees, and books); and are eligible to apply for faculty status upon completion of their internship and graduate degree. The FIP has existed at the College for several years and three people have successfully completed the program. Two interns completed their Master's degrees in English. One has already achieved tenure and is applying for promotion. Another intern received his Master's degree in counseling. All three were hired by and are currently employed at Black Hawk College.

Similarly, the City Colleges of Chicago's **Daley College** actively participates in internship programs and faculty exchanges to identify and mentor graduate students interested in community college teaching or administration. Daley College has a dual interest in the Illinois Minority Graduate Incentive Program (IMGIP) and Illinois Consortium for Educational Opportunities Program (ICEOP) programs (http://www.imgip.siu.edu/). First, the programs provide a valuable source of candidates for future teaching and administrative positions. Second, IMGIP and ICEOP encourage minority students to plan for graduate study toward careers in higher education.

Additionally, the College has its own internship program. Interns participate along with non-tenured faculty in monthly professional development meetings coordinated by Daley College faculty member Constance Mixon. Professor Mixon is the current Illinois Professor of the Year and active nationally in the Preparing Future Faculty program of the American Political Science Association. Relatedly, the College hosted the annual meeting of Faculty Exchange Minority Recruitment Interns, with many of Daley faculty attending to meet potential candidates. At present, Daley College has two interns teaching in academic departments (child development and humanities) and one as a staff person in Institutional Development. In Spring 2002, the College employed an additional intern in Institutional Research. These programs provide a valuable opportunity for qualified candidates to further strengthen their skills and for the college to identify potential future full-time faculty.

Lewis and Clark Community College was successful in hiring a candidate through the Illinois Minority Graduate Incentive Program (IMGIP). This new hire is now a tenure-track psychology faculty member and continues to work with the IMGIP and is providing assistance with the 2003 fellows program. His efforts are an asset in the college's ongoing effort to increase its workforce diversity.

Last year, the **Danville Area Community College** Board of Trustees appointed the

Danville Area Community College's Board of Trustees appointed the college's first "visiting scholar" who provided additional leadership to the college-wide initiative aimed at enhancing the recruitment and retention of faculty, and students.

college's first "visiting scholar" who provided additional leadership to the college-wide initiative aimed at enhancing the recruitment and retention of faculty, professional staff, and students. The College is striving to more fully reflect the diverse population of the district in its employees and the student body. Project outreach efforts have strengthened linkages with the minority community and expanded contacts with minority organizations on the local, regional, and national levels. Presentations and work sessions on campus and in the community were conducted to increase tolerance, promote understanding, and create an inclusive climate. The visiting scholar, who is a recognized educational leader in the community, spent over 400 hours over 6 months (January - June, 2002) collaborating and developing strategies for recruiting and retaining faculty, staff and students from diverse backgrounds and strengthening relationships. As a result of the initiative, several recommendations have been implemented already and additional recommendations are scheduled for action in the near future. For example, a resolution on fostering inclusion college-wide was developed for adoption by the Board of Trustees. An Advisory Committee on Access, Equity and Diversity was formed and initially met in late 2002. A Faculty Internship Program aimed at attracting a more diverse candidate pool is in its final stages of development. Sensitivity to increased diversity representation on search committees has been heightened and search committee procedures revised in an attempt to strengthen and diversify the applicant pool and hiring process.

John A. Logan College is leading a project during 2002-2003 to improve faculty, administrator, and staff diversity on campus and across southern Illinois through an initiative entitled the "Minority Faculty and Staff Enhancement Project." This Higher Education Cooperation Act (HECA) grant funded project involves a partnership with eleven community colleges in southern Illinois and Southern Illinois University at Carbondale in conjunction with the Illinois Minority Graduate Incentive Program (IMGIP). The project aims to: (1) increase the number of minority full-time and term faculty, non-teaching professional staff, and operational staff by identifying and actively recruiting higher education minority students with an interest in teaching or non-teaching professional careers; (2) enhance awareness within community colleges in southern Illinois of the shortage and need for full-time minority staff and faculty; (3) reduce the dropout rate of students from groups who have had historically lower graduation rates and improving persistence and degree completion; and (4) increase the general knowledge of cultural diversity among faculty, non-teaching professional staff, and operational staff locally at John A. Logan College.

John A. Logan College is leading a project during 2002-2003 to improve faculty, administrator, and staff diversity on campus and across southern Illinois through an initiative entitled the "Minority Faculty and Staff Enhancement Project."

College officials have established specific objectives for the project including the following. Hire ten minority faculty, staff, and operational staff employees in FY 2003-04 and strive for ten percent minority representation among all 2003 new hires. Produce a faculty/staff brochure and three media releases focused on minority faculty and staff recruitment. Introduce eleven community colleges in southern Illinois to the informal minority recruitment arrangement between Southern Illinois University and John A. Logan College. Include a majority of John A. Logan College full-time and part-time faculty, non-teaching professional and operational staff in a minimum of three hours of diversity training.

It is anticipated that the project will allow minority graduate students the opportunity to obtain professional community college teaching experience while completing their advanced degrees. The College will benefit by having a more diverse faculty. Faculty and staff minority identification forms

on file in the personnel office will verify the increase in diversity. Diversity training will help create an environment that is more inviting for minority students and be beneficial in the recruitment and retention of an increasingly diverse faculty and staff.

The **College of DuPage** developed a Faculty Minority Hire Contingency Fund. This program promotes equal employment opportunity and takes affirmative action against barriers that adversely affect the employment of minority applicants to faculty positions. Through this initiative, the College more fully capitalizes on the time and effort dedicated to advertising and recruiting faculty. College officials also have an expanded ability to hire qualified minority candidates. As part of the College's commitment to minority hiring, this program was approved by the college administration and incorporated into the College of DuPage Affirmative Action Plan in January 2001. The program provides an annual contingency fund to hire up to three well-qualified minority candidates outside and/or in addition to the usual hiring process where growth exists or replacement faculty are needed. A portion of any remaining dedicated funds not used to hire minority candidates can be used for recruitment outreach initiatives including direct contact with minority faculty candidates living outside of the district. In its first year of operation, the maximum of three positions were identified and filled by minority faculty applicants, using the contingency fund. As of September 2002, the College hired two qualified tenure track minority faculty members through this program.

The College of DuPage's Faculty Minority Hire Contingency Fund provides an annual contingency fund to hire up to three well-qualified minority candidates outside and/or in addition to the usual hiring process where growth exists or replacement faculty are needed.

These strategies described by Highland Community College, Lake Land College, Elgin Community College, Southeastern Illinois Community College, Triton College, Black Hawk College, Daley College, Lewis and Clark Community College, Danville Area Community College, John A. Logan College and the College of DuPage represent only a small number of the beneficial approaches to recruiting diverse faculty and staff in use by Illinois community colleges. Recent tight budget conditions have impacted and limited hiring systemwide. During these challenging budgetary times the colleges continue to place a priority on diversifying their workforces. During fiscal year 2002 all Illinois community colleges submitted strategies and plans for increasing faculty diversity in response to a special request for such information. Virtually all colleges have some unique aspect in their evolving approaches for recruiting a diverse faculty and staff that deserve recognition. Space limitations only allow for the inclusion of a limited number of institutional initiatives in the report.

HIGH SCHOOL TO COLLEGE READINESS AND TRANSITION PROGRAMS

Community colleges are very interested in bridging the gap that can exist between high school and college and making the transition as seamless as possible for students.

> The dream of a college education often stems from the recognition that a college degree affords both economic leveling and social mobility, contributing to an increase of socioeconomic status more than any other single factor. However, there are still groups lacking the needed access to higher education to improve their positions in life and to take advantage of the economic as well as personal benefits that education has to offer (King, 1998, p. 1).

Elevating awareness of the advantages a college education provides to the individual and collectively offers society has received additional attention across the community college system over the past year. Results of a new study on the economic benefits of the Illinois Community College System by economists document that community colleges have a strong positive impact for the individual and on the state. Local as well as statewide results were produced so the information is useful in spreading the word to all individuals about the benefits of a college education. The study entitled, *The Socioeconomic Benefits Generated by 39 Community College Districts in Illinois*, was produced by CCBenefits, Inc. a nationally recognized organization which specializes in economic analysis. Several major benefits of attending an Illinois Community College emerged from the study, including:

- Higher earnings realized by exiting students.
- Increased tax revenue generated by improved earnings of community college students.
- Expansion of the skill base, a key element in attracting new business to Illinois and in business retention.
- Avoided social services spending that accompany higher levels of education.

Focusing on the returns to students shows that Illinois community college students, on average, enjoy a 26.1 percent rate of return on their investments of time and money. All costs, including foregone earnings while attending a community college, will be recovered in a little more than five and a half years. Completion of an associate degree translates into more than $345,000 in additional income over the remainder of a person's career. Additionally, completing a single course produces benefits. For every 3-hour course completed at an Illinois community college students can, on average, earn $360 more per year every year that they are in the workforce. Sharing this type of information with all students including members of underrepresented groups may be persuasive to individuals who need additional facts to be convinced that investing in a college education will pay lifelong dividends.

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Illinois community colleges strive to provide all students, particularly those from underrepresented groups, with the opportunity for a college education. Reaching out to area high schools is an

important part of the process to allow for a more seamless and direct transition to higher education. Participating in higher education opportunities directly from high school can increase the number of years the individual and society benefit from the added skills acquired and higher earnings.

The reader will note some overlap between the other reporting categories cited earlier in the report and the high school to college transition discussion that follows. Illinois community colleges provide initiatives and activities that improve the college-readiness of, or ease the transition from high school to college for, students from underrepresented or disadvantaged groups. Community colleges provide programs that offer high school students opportunities to accelerate their college education by enrolling in transferable college credit courses while still in high school. For example, students who are active in programs such as the Accelerated College Enrollment (ACE) and Project Excel can earn dual credit at the high school and college level after successfully completing program courses. Tech Prep programs allow students with an interest in a particular occupational area to experience a smooth transition between related secondary and postsecondary programs.

Other programs like Early School Leavers, the Bridge Scholarship Program, Educational Talent Search, and the Gaining Early Awareness and Readiness for Undergraduate Program (GEAR-UP) assist participating students and their parents from disadvantaged backgrounds in their efforts to develop an increased awareness of and gain access to postsecondary education. Colleges have also developed transition programs and activities to ease the transition from high school to college for specific underrepresented groups. Many colleges offer individualized transition and orientation programs designed to serve the specific needs and interests of their students with disabilities. Through Postsecondary Perkins funded initiatives all community colleges partner with area high schools to offer activities that introduce females to nontraditional careers. These programs frequently dovetail with student recruitment efforts. Following are examples of selected college initiatives.

COL-101 is a course at **Moraine Valley Community College**, is the centerpiece of a three-part integrated, intrusive first-semester student support program that allows the college to reach out to students who might not otherwise individually seek assistance. The course is designed to increase student retention and promote academic success. The one semester-hour course focuses on the issues that individuals face as new college students and provides ongoing peer and instructor support during the critical first semester of college. Through self-exploration and group interaction, the course facilitates students' academic and social integration into the college environment and helps students build the skills necessary for success.

The three-part program begins with a required one-day pre-semester *Student Orientation And Registration (SOAR)* program taught by academic advisors and counselors. SOAR focuses on preparing students for their first semester and includes informational sessions, small group discussions, a review of placement test scores, utilization of the SOAR web page and individual assistance with registration. First semester enrollment in COL-101 is the second part of the integrated program. Part three of the first-semester student support program is integrated into the COL-101 course and involves each student's development of an individualized *Master Academic Plan (MAP)*. To develop their plans, students participate in sessions where they learn about campus resources and are provided with assistance in identifying educational requirements based on their intended college major and chosen career. Each student must submit a completed MAP as part of the COL-101 requirements.

The Bridge Scholarship Program is designed to assist students from underrepresented, disadvantaged, or low-income groups in their transition from GED or high school credit classes to

college level coursework. The Bridge Scholarship Program at **Black Hawk College** is a Summer Orientation Program providing college-wide support for the successful transition of students into college. The Financial Aid Office, Enrollment Services, Advising and Counseling Services, Bookstore, Tutorial Services, Recruitment Services, and the Office of Intercultural and Community Affairs all assist students with the transition into college.

The community also supports this program; with high school teachers and counselors, community agency personnel, community organizations and church leaders recommending students for the program. Students who qualify for the Bridge Scholarship Program include first-time enrollees in college, students of color, students who are indecisive about attending college, students with a desire to improve their academic record, and students who are college-bound and need additional assistance entering college. All tuition, fees, and books are provided by this college program. The Summer Bridge Program is limited to 60 students annually. Ninety-five percent of the students who complete the program enroll at that community college the following Fall. Eighty-five percent return for the Spring semester and following Fall.

The Early School Leavers program at **Joliet Junior College** offers job preparation training and education to students who drop out of high school. The mainstay of the program is to establish students in viable career paths and educational programs. The program provides a structured, cooperative work situation for participating students. In addition, the V-TECH Reporting System allows the program coordinators to monitor participants' work behavior, including employment stability and advancement. The program has also developed a holistic career services package that assesses students' educational and vocational needs and abilities while helping students articulate their occupational goals. Through this program students can complete their secondary studies while defining their occupational aspirations. In addition, interested students are also instructed in entrepreneurship skills. Thirty-eight students participated in the Early School Leaver program at Joliet Junior College in 2002.

Triton College's "If I had a Hammer" initiative is an interactive program that turns youth into contractors as they learn the connection between lessons learned in the classroom and life outside of school. This nontraditional program which introduces female student to the construction trades received a 2002 Award of Distinction from the Illinois State Board of Education's Connections Project. Developed by carpenter-turned-educator Perry Wilson, "If I Had a Hammer" has been named by *the New York Times* as one of the top new education programs in the country. Using real tools and techniques, students apply math, science, social science, and language arts skills to constructing an 8 by 10 foot house complete with windows, door and front porch in 2 ½ hours. Curriculum is provided for teacher lesson plans prior to the building of the little house.

Triton College's "If I had a Hammer" interactive program turns youth into contractors as they learn the connection between lessons learned in the classroom and life outside of school.

"If Had a Hammer" has served 841 students at this college since the first build in December 2001. Three hundred and fifty-three female students have been exposed to construction technology as well as math and science enrichment activities. The college anticipates it will reach more than 1000 students and their families by the end of the first year. Students come from feeder school districts consisting of public and private elementary, middle, and high schools. Community outreach groups such as the area Boys & Girls Clubs have also participated in this project. "If I Had A Hammer" has served as a service learning credit vehicle for scholars, ESL, GED and Literacy programs at Triton College.

The Minority Transfer Center at **Southwestern Illinois College** coordinates intervention programs designed to enhance pre-college preparation and increase the college enrollment rate. Recruitment efforts in secondary education encompass the elementary, middle, and high school levels. Camp Kaleidoscope is offered during the summer semester and exposes area middle school students (grades 4 - 8) to the college atmosphere. Students spend three days at the Granite City Campus to learn about the importance of a college education and gain a more complete understanding of the academic preparation needed for entry into college.

Sessions are provided through a coordinated partnership among administrators, faculty, and staff from Southwestern Illinois College and Southern Illinois University at Edwardsville, Scott Air Force Base personnel, and surrounding community leaders. Colleagues present seminars and activities designed to strengthen study habits, help youngsters explore career options, promote preparation for college, and increase cultural awareness. Counselors at area Middle Schools are contacted during the spring semester to start planning for the summer camp session.

Illinois Central College uses Accelerated College Enrollment (ACE) grant funds to support students in the "Future Teachers of Peoria: and "College Yes" programs. Both programs are located at Manual High School. Approximately ninety percent of the individuals in these programs are minority students and economically disadvantaged. "Future Teachers of Peoria" is a program focusing on high school juniors and seniors planning to pursue a career in education. The ACE grant is used to pay for dual credit and dual enrollment options for Basic Composition, Children's Literature and the College Orientation course.

The AES/CILCO "College Yes" program is a school/business partnership between Central Illinois Light Company, Manual High School, and **Illinois Central College** focusing on economically disadvantaged minority juniors and seniors who do not view college as a realistic option for their future. The "College Yes" program focuses on student enrichment opportunities including tutoring, mentoring, advisement, and dual credit options. Students in the "College Yes" program are also afforded the opportunity to participate in community and leadership opportunities.

Twelve to fifteen students are selected on an annual basis through a competitive selection process. Graduates of the "College Yes" program are also awarded a two year tuition, book, and fee scholarship to Illinois Central College. Approximately 80 percent of the "College Yes" students enroll at Illinois Central College immediately following their high school graduation.

Parkland College established its Academic Development Center (ADC) in FY2002 to further respond to the needs of students whose academic skills were not ready for entry into college-level work. Through this new administrative structure, the ADC Student Development Advocate documented 1,325 contacts with 235 students during FY2002. Thirty-three classroom visits, observations, and presentations were also made by the ADC staff, including *Balancing School with the Rest of Your Life*, *Healing Your Relationships*, and *Interviewing for the Job You Want*. Fall-to-Spring data indicate an 80 percent retention rate for highest-risk students served through the ADC in Fall 2001.

Parkland College's Academic Development Center return rate is close to that of the persistence rate of all first-time , full-time students and considerably higher than that of all levels of credit-seeking students.

In collaboration with the Director of Peer Tutoring and the Learning Disabilities Specialist, a mathematics professor has been assigned to provide additional tutoring services in the ADC. The Director of the ADC and the Assistant Dean of Adult and Workforce Education have planned a more coordinated effort to serve students in Adult Basic Education, transitional, and developmental courses. The Humanities Department offers reading-writing linked classes at the pre-college (098) level through the ADC. Parkland College also installed a 16-station computer lab in the ADC with assistance software to help students address reading and writing challenges.

Initial outcomes data from **Parkland College's** Academic Development Center are promising. For example, among the112 students receiving services and enrolled in the Fall 2001 semester, 90 (80 percent) enrolled in the following Spring semester and four more returned in Summer and Fall 2002. Of the 133 enrolled and receiving services in the spring, 107 (80 percent) returned in either the following summer or fall. This return rate is close to that of the persistence rate of all first-time, full-time students and considerably higher than that of all levels of credit-seeking students (63 percent). Nearly 51 percent had also received services in the fall semester. Overall relationships between services and academic performance look favorable. There is a positive correlation ($r=0.269$, $n=226$, $p=0$) between the number of terms a student received services and the GPA of the student after receiving services. The average GPA of a student also increased somewhat after receiving services. The difference was not statistically significant, however, due to the small number of cases with before and after-services GPA data.

FUTURE DIRECTIONS

The structure of the Underrepresented Groups Report is evolving in an effort to focus activities and resources on high impact initiatives. A series of focused topics have been identified structured around a three year repeating cycle. Topics scheduled to be addressed to increase participation of minorities, women, and persons with disabilities in the Illinois Community College System as faculty, staff and students include:

Fall 2003: Academic Achievement – Initiatives related to college success (i.e., persistence, completion, time to degree, programmatic diversity, etc.) and transition to the workplace are scheduled for examination.

Fall 2004: Campus Climate – Programs and initiatives associated with diversifying campus academic and social environments have been identified for emphasis.

Fall 2005: Recruitment and Preparation – Programs and initiatives related to the recruitment and retention of diverse student, faculty and staff; as well as activities related to the student transition (i.e., high school to college, adult education to college, developmental education to college, etc.), and public-private partnerships are scheduled to be addressed.

An additional topic may be added periodically to address other priority issues or concerns as they arise.

Colleges are encouraged to continue creating and strengthening initiatives, programs, and services which make the local college learning environment one where equity and diversity are respected, encouraged, and valued. College officials are encouraged to address those areas identified in local analysis that provide the greatest opportunity to improve the recruitment and retention of a diverse group of students, faculty and staff.

Additionally, college officials should fully cooperate with the more detailed information requests about the types of disabilities which individuals possess who are enrolled in community colleges.

All Illinois community colleges reported on their plans for increasing faculty diversity this year and should assess and monitor progress as they implement their plans. Recruitment and Preparation will be re-visited in the Fall 2005 submission and college officials will need to reference and assess progress against the baseline information in this report.

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APPENDIX A

Dollars and Staff Years Budgeted to Programs Serving
Underrepresented Students and Staff at Illinois Community Colleges
Fiscal Years 2001 and 2002

Illinois Community College Board

Appendix A

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING UNDERREPRESENTED STUDENTS AND STAFF AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2001 AND 2002

Program		Staff Years Budgeted FY01	Staff Years Budgeted FY02	Total Dollars Budgeted FY01	Total Dollars Budgeted FY02	Change In Total Dollars Budgeted	FY02 Breakout for Total Dollars Budgeted State (Restricted) Appropriation	Other Sources
SOUTHWESTERN ILLINOIS COLLEGE								
Minority Transfer Center		2.00	2.50	$80,000	$77,975	($2,025)	$58,000	$19,975
Special Services Center	*	8.00	8.00	$234,214	$264,242	$30,028	$122,122	$142,120
Career Center		0.00	5.40	$0	$269,873	$269,873	$165,521	$104,352
Personal Advocate Program		0.00	3.00	$0	$105,621	$105,621	$105,621	$0
Minority Science Program		0.00	0.25	$0	$6,650	$6,650	$6,650	$0
BLACK HAWK COLLEGE								
Programs								
Special Populations Grants		7.51	7.51	$300,693	$300,693	$0	----	----
Access to Education & Employment		5.00	5.00	$70,000	$70,000	$0	----	----
English as a Second Language		2.50	2.50	$115,162	$115,162	$0	----	----
Workforce Diversity Program	*			$0	$0	$0	----	----
Bridges Program	*			$0	$0	$0	----	----
Gender Equity Coordinator	*			$30,000	$31,000	$1,000	----	----
Minority Faculty Open House	*			$0	$2,000	$2,000	----	----
Minority Transfer Center	*			$105,000	$107,000	$2,000	----	----
Disability Service	*			$47,000	$53,000	$6,000	----	----
Office of Intercultural & Community Affairs	*			$167,000	$170,000	$3,000	----	----
Scholarships								
(2) High Potential Students	*			$0	$0	$0	----	----
(2) Academic Achiever	*			$0	$0	$0	----	----
(1) Commitment to Diversity (MLK)	*			$0	$0	$0	----	----
(2) ALCOA Mills Products	*			$0	$0	$0	----	----
African American & Hispanic							----	----
(2) Workforce Diversity	*			$0	$0	$0	----	----
(1) Bridges Scholarship	*			$0	$0	$0	----	----
(65) Bridges Summer Orientation	*			$0	$21,450	$21,450	----	----
Workforce Diversity Program	*			$0	$0	$0	----	----
(1) Commitment to Diversity at East Campus	*			$0	$42,636	$42,636	----	----
Clubs & Organizations								
ALANAA Student Organization	*			$0	$0	$0	----	----
Brotherhood on Campus (BOC)	*			$0	$0	$0	----	----
Association of Latin American Students (ALAS)	*			$0	$0	$0	----	----
Sisterhood on Campus (SOC)	*			$0	$0	$0	----	----
African-American Student Union	*			$0	$0	$0	----	----
Black Hawk College Soccer Club	*			$0	$0	$0	----	----
Buddy Mentoring Club	*			$0	$0	$0	----	----
Voices on Campus	*			$0	$0	$0	----	----
Black Hawk College Bridges Club	*			$0	$0	$0	----	----
DALEY COLLEGE, RICHARD J.								
Adult Education Counseling (formerly ALSP Counseling)		1.00	1.00	$43,524	$45,381	$1,857	$45,381	$0
Adult Education Tutoring (formerly ALSP Tutoring)		0.23	5.38	$36,160	$82,608	$46,448	$82,608	$0
CBO Program		1.32	0.75	$40,800	$23,760	($17,040)	$23,760	$0
Continuing Education		1.00	1.00	$34,592	$35,993	$1,401	$35,993	$0
Faculty Advising		3.00	3.00	$114,705	$104,977	($9,728)	$104,977	$0
National Youth Sports	#	1.00	2.72	$50,632	$68,370	$17,738	$0	$68,370
NovaNET		1.00	1.00	$49,106	$51,756	$2,650	$25,878	$25,878
Placement Services		1.66	1.12	$23,853	$30,773	$6,920	$0	$30,773

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DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING UNDERREPRESENTED STUDENTS AND STAFF AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2001 AND 2002

Program		Staff Years Budgeted FY01	Staff Years Budgeted FY02	Total Dollars Budgeted FY01	Total Dollars Budgeted FY02	Change In Total Dollars Budgeted	FY02 Breakout for Total Dollars Budgeted State (Restricted) Appropriation	FY02 Breakout for Total Dollars Budgeted Other Sources
Special Needs Services	*	1.00	2.60	$33,500	$59,443	$25,943	$9,000	$50,443
Student Facilitators		6.21	5.63	$89,532	$86,311	($3,221)	$86,311	$0
Title III Program (Discontinued)		0.00	0.00	$0	$0	$0	$0	$0
Transfer Center		4.35	1.48	$124,935	$39,407	($85,528)	$0	$39,407
Upward Bound	#	7.52	4.39	$123,000	$125,478	$2,478	$0	$125,478
KENNEDY-KING COLLEGE								
Benjamin E. Mays Academy	#	9.25	9.25	$684,220	$655,669	($28,551)	$247,680	$0
Future Teachers		0.00	0.00	$0	$0	$0	$0	$0
Project Transfer		1.75	1.75	$87,166	$75,714	($11,452)	$75,714	$0
Special Populations Grant		15.50	24.00	$462,190	$436,395	($25,795)	$436,395	$0
Talents Search	#	4.00	4.00	$236,362	$262,275	$25,913	$0	$262,275
MALCOLM X COLLEGE								
AAWCC	*	0.25	0.10	$1,225	$1,225	$0	$0	$1,225
Academic Support Center		34.30	38.68	$734,399	$730,116	($4,283)	$730,116	$0
CBO Program		0.25	0.18	$57,850	$11,035	($46,815)	$11,035	$0
Future Teachers		0.35	0.10	$4,400	$0	($4,400)	$0	$0
Latino Center	*	1.00	0.00	$63,356	$2,960	($60,396)	$0	$2,960
NYSP	#	4.29	2.71	$120,500	$117,500	($3,000)	$0	$117,500
Opportunities Program		2.33	0.00	$84,327	$0	($84,327)	$0	$0
Placement Center		2.80	5.35	$82,508	$174,000	$91,492	$119,712	$54,288
Special Needs	*	5.20	6.45	$156,060	$177,760	$21,700	$77,760	$100,000
Transfer Center		5.90	6.64	$230,961	$231,881	$920	$231,881	$0
OLIVE-HARVEY COLLEGE								
Academic Computing Center	*	2.16	2.03	$47,450	$39,290	($8,160)	$36,290	$3,000
CBO Program	*	2.00	1.00	$23,140	$14,714	($8,426)	$0	$14,714
College Academy (formerly Bridge Program)	*	1.75	1.75	$71,000	$73,000	$2,000	$0	$73,000
Future Teachers	*	0.25	0.25	$2,000	$2,000	$0	$0	$2,000
Job Placement Center	*	1.50	1.50	$58,340	$66,506	$8,166	$50,000	$16,506
Latino Service Center	*	0.00	0.00	$0	$0	$0	$0	$0
Middle College	#	15.00	17.25	$992,000	$1,028,000	$36,000	$0	$1,028,000
NovaNET	*	1.44	1.75	$40,230	$45,323	$5,093	$44,823	$500
Opportunities Program	*	3.12	0.00	$100,000	$0	($100,000)	$0	$0
Science Resource Center/Champs	*	0.25	0.30	$3,000	$8,000	$5,000	$0	$8,000
Special Needs	*	7.00	4.00	$133,600	$227,046	$93,446	$180,352	$46,694
Transfer Center	*	1.75	1.75	$87,000	$98,334	$11,334	$0	$98,334
Tutoring Services	*	28.70	33.10	$571,301	$496,352	($74,949)	$270,255	$226,097
TRUMAN COLLEGE, HARRY S								
Admissions & Advising Center	*	7.00	5.00	$160,000	$216,351	$56,351	$160,000	$56,351
Institute for Native American Development	*	3.00	2.50	$80,000	$88,780	$8,780	$55,000	$33,780
Refugee Assistance Center	*	4.00	3.50	$100,000	$84,137	($15,863)	$84,137	$0
Teen Parent Services	#	2.00	2.00	$100,000	$165,847	$65,847	$49,247	$116,600
Testing Center		5.00	5.00	$150,000	$150,000	$0	$87,584	$62,416
Special Services for Disabled Students/Touch Club	*	3.00	3.00	$100,000	$100,000	$0	$50,000	$50,000
Adult Education Counseling	*	2.00	2.00	$120,000	$124,403	$4,403	$124,403	$0
Career Planning and Placement		6.00	4.00	$140,000	$120,000	($20,000)	$96,000	$24,000
College Level Tutoring Services		14.00	12.00	$200,000	$300,781	$100,781	$300,781	$0
Computerized Tutoring Center		8.00	5.00	$215,000	$196,064	($18,936)	$181,360	$14,704

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DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING UNDERREPRESENTED STUDENTS AND STAFF AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2001 AND 2002

Program		Staff Years Budgeted FY01	Staff Years Budgeted FY02	Total Dollars Budgeted FY01	Total Dollars Budgeted FY02	Change In Total Dollars Budgeted	FY02 Breakout for Total Dollars Budgeted State (Restricted) Appropriation	FY02 Breakout for Total Dollars Budgeted Other Sources
Lakeview Learning Center	*	12.00	12.00	$300,000	$379,468	$79,468	$85,956	$293,512
Technical Center - Counseling & Tutorial Services		1.00	2.00	$35,000	$55,929	$20,929	$55,929	$0
Truman Middle College Alternative High School	#	18.00	18.00	$0	$370,405	$370,405	$0	$370,405
Workforce Development Business and Industry Services	*	0.00	2.00	$0	$58,381	$58,381	$58,381	$0
WASHINGTON COLLEGE, HAROLD								
AAWCC **	*	0.00	0.00	$5,000	$9,353	$4,353	$0	$9,353
African Student Association		0.50	0.50	$1,000	$1,000	$0	$1,000	$0
Black Student Union	*	0.50	0.50	$1,500	$500	($1,000)	$0	$500
Black Women's Caucus	*	0.00	0.00	$1,000	$3,500	$2,500	$0	$3,500
Career Planning & Placement		2.50	2.50	$87,000	$97,479	$10,479	$97,479	$0
CBO Program		0.50	0.50	$23,140	$14,714	($8,426)	$116,611	$14,714
CLIMB ***	*	0.50	0.50	$10,000	$10,000	$0	$0	$10,000
Common Ground Project (Pluralism)		0.00	0.00	$3,000	$0	($3,000)	$3,000	$0
Computer-Assisted Instruction		7.80	8.24	$107,635	$116,611	$8,976	$116,611	$0
Individual Needs (IN) Program		0.00	0.00	$0	$0	$0	$0	$0
Opportunities Program (program discontinued)		0.00	0.00	$0	$0	$0	$0	$0
Organization of Latin American Students	*	0.50	0.50	$1,500	$1,500	$0	$1,500	$0
Pre-Collegiate Program		1.00	3.00	$28,000	$106,500	$78,500	$7,400	$99,100
Supported Employment (IL Dept. of Human Services)	*	5.68	6.30	$252,173	$271,590	$19,417	$271,590	$0
Special Needs Center	*	3.41	3.42	$149,138	$155,959	$6,821	$98,491	$0
Transfer Center		2.00	2.00	$87,166	$75,714	($11,452)	$0	$75,714
Tutoring Services		15.00	10.00	$123,915	$131,037	$7,122	$121,787	$9,250
Vocational Development Program, IDHS	*	3.59	3.90	$210,556	$226,769	$16,213	$226,769	$0
** funded through fundraisers, banquets, membership dues and donations								
*** funded through a partnership with Chicago State University								
WRIGHT COLLEGE, WILBUR								
A. Specific Race/Ethnic Groups, etc.								
African American History Month		0.20	0.20	$2,000	$1,912	($88)	$0	$1,912
Annual African Am Student Awards Luncheon		0.10	0.10	$2,000	$1,911	($89)	$0	$1,911
Future Teachers of Chicago/Illinois Bilingual Education of Chicago		0.00	0.05	$0	$2,375	$2,375	$0	$2,375
Hispanic Heritage Month Activities		1.00	1.00	$4,500	$3,823	($677)	$0	$3,823
Minority Health Programs		0.02	0.02	$3,000	$3,600	$600	$0	$3,600
National Women's History Month Activities		0.02	0.02	$4,500	$3,823	($677)	$0	$3,823
Resurrection Minority Scholarship		0.01	0.01	$25,000	$25,000	$0	$0	$25,000
Special Needs Office		2.50	2.50	$90,000	$90,000	$0	$90,000	$0
Teaching Certificate Program		0.00	2.00	$0	$95,000	$95,000	$0	$95,000
B. Geographic Circumstances								
Adult Education Support Services		3.00	3.00	$120,000	$120,000	$0	$0	$0
Annual Ethnic Food Festival		0.20	0.00	$500	$0	($500)	$0	$0
Clerical Excellence Awards		0.05	0.05	$1,200	$1,200	$0	$0	$1,200
College Bridge Program		0.00	3.00	$0	$60,000	$60,000	$0	$60,000
Displaced Homemaker Program		0.00	4.50	$0	$60,000	$60,000	$0	$60,000
Job Training - Bank Teller		0.50	0.50	$20,000	$25,000	$5,000	$0	$25,000
Job Training - Computer Certificates		0.50	0.50	$25,000	$30,000	$5,000	$0	$30,000
Multi Cultural Community Events		0.15	0.15	$20,000	$16,822	($3,178)	$0	$16,822
NovaNET		8.00	8.00	$40,000	$40,000	$0	$40,000	$0
Opportunities Program		1.00	0.00	$50,000	$0	($50,000)	$0	$0
Project Excel		0.00	3.50	$0	$19,000	$19,000	$0	$19,000
Recruitment, Marketing, & Partnering		2.00	2.00	$300,000	$285,000	($15,000)	$0	$285,000
Sitter Service		2.20	1.00	$110,000	$19,429	($90,571)	$0	$19,429

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Program		Staff Years Budgeted FY01	Staff Years Budgeted FY02	Total Dollars Budgeted FY01	Total Dollars Budgeted FY02	Change In Total Dollars Budgeted	FY02 Breakout for Total Dollars Budgeted State (Restricted) Appropriation	FY02 Breakout for Total Dollars Budgeted Other Sources
Student Awards		0.05	0.05	$1,200	$1,200	$0	$0	$1,200
Student Clubs & Assoc. (SGA)		0.40	0.40	$30,000	$43,045	$13,045	$0	$43,045
Untenured Faculty Dinner		0.04	0.04	$700	$700	$0	$0	$700
DANVILLE AREA COMMUNITY COLLEGE								
Career Directions/Gender Equity	•	0.00	0.00	$10,000	$0	($10,000)	$0	$0
Diversity Team		0.00	0.00	$4,600	$6,435	$1,835	$0	$6,435
Minority Scholarship/Foundation	•	0.00	0.00	$10,303	$12,022	$1,719	$0	$12,022
Opportunities Program	•	4.00	0.00	$109,000	$0	($109,000)	$0	$0
Perkins III / Special Populations		1.50	1.50	$221,237	$205,911	($15,326)	$205,911	$0
Project Excel	#	1.50	0.50	$48,000	$17,000	($31,000)	$7,000	$10,000
Special Populations / Disabled Students	•	1.50	1.00	$74,499	$71,398	($3,101)	$71,398	$0
Teen Parent Services / IDHS	#	1.75	1.75	$87,500	$51,000	($36,500)	$51,000	$0
The Learning Community / TRIO		4.00	4.50	$198,582	$249,208	$50,626	$249,208	$0
Welfare-to-Work / ICCB	•	1.00	1.00	$67,112	$65,448	($1,664)	$65,448	$0
Youth Employment & Education Program / JTP-WIA	•		0.00	$0	$27,242	$27,242	$27,242	$0
DUPAGE, COLLEGE OF								
Health & Special Services	•	3.50	3.00	$123,375	$272,400	$149,025	$121,588	$150,819
International Student Advising	•	1.00	2.50	$56,783	$58,212	$1,429	$0	$58,212
Minority Transfer Program (includes Minority Articulation)	•	2.25	2.00	$198,095	$152,564	($45,531)	$54,000	$98,564
Project SELF	•	2.50	2.00	$133,389	$142,148	$8,759	$45,000	$97,148
ABE/ASE/ESL including ESL Development	•	24.00	17.00	$2,060,000	$2,620,000	$560,000	$2,550,000	$700,000
CREATE	•	0.00	1.00	$0	$87,868	$87,868	$50,000	$37,864
ELGIN COMMUNITY COLLEGE								
Existing Programs								
ABE/ESL		12.00	7.00	$838,524	$684,182	($154,342)	---	---
ADAPT (Disabled Student Organization)		0.00	0.00	$75	$65	($10)	---	---
Advancing Opportunities		2.50	0.00	$73,913	$1,735	($72,178)	---	---
Affirmative Action		0.10	0.10	$41,635	$47,410	$5,775	---	---
BSA (Black Student Association)		0.25	0.25	$2,250	$2,550	$300	---	---
Displaced Homemakers		1.25	1.25	$57,736	$68,000	$10,264	---	---
Foundation Minority Scholarships		0.00	0.00	$20,000	$0	($20,000)	---	---
Learning Skills Center		4.00	4.00	$332,920	$318,920	($14,000)	---	---
Minority Transfer Center		1.50	1.50	$65,000	$64,000	($1,000)	---	---
Multi-Cultural Exchange Presentations & Training		0.00	0.00	$17,000	$0	($17,000)	---	---
Muslim Student Association		0.00	0.00	$575	$550	($25)	---	---
Office of Multi cultural Admissions		2.00	2.00	$103,287	$103,287	$0	---	---
OLAS (Organization of Latin American Students)		0.25	0.25	$5,700	$5,700	$0	---	---
Pakistani Students Association		0.00	0.00	$0	$0	$0	---	---
Parents and Kids		0.00	0.00	$0	$0	$0	---	---
Project STEP		1.50	2.00	$209,360	$250,000	$40,640	---	---
Special Populations Assistance		1.00	1.00	$0	$251,242	$251,242	---	---
Student Services Support		4.50	4.50	$196,000	$176,925	($19,075)	---	---
United Students of All Cultures		0.00	0.00	$3,625	$3,620	($5)	---	---
Welfare-to-Work		1.50	1.50	$100,711	$98,786	($1,925)	---	---
2000 Intensive English Program		1.00	1.00	$92,165	$92,165	$0	---	---
Perkins		1.50	1.50	$183,540	$191,406	$7,866	---	---
Youth Leadership Academy		1.50	0.00	$80,000	$82,500	$2,500	---	---
Upward Bound		5.00	5.00	$255,000	$252,541	($2,459)	---	---
Upward Bound Science/Math		5.00	5.00	$185,713	$212,180	$26,467	---	---

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DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING UNDERREPRESENTED STUDENTS AND STAFF AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2001 AND 2002

Program		Staff Years Budgeted FY01	Staff Years Budgeted FY02	Total Dollars Budgeted FY01	Total Dollars Budgeted FY02	Change In Total Dollars Budgeted	FY02 Breakout for Total Dollars Budgeted State (Restricted) Appropriation	FY02 Breakout for Total Dollars Budgeted Other Sources
New Programs								
WIA LWIB 5 In School			1.00	$0	$213,417	$213,417	----	----
WIA LWIB 5 Out of School			1.00	$0	$162,260	$162,260	----	----
WIA LWIB 8 Out of School			1.00	$0	$80,000	$80,000	----	----
Building Healthy Families			0.00	$0	$4,500	$4,500	----	----
HARPER COLLEGE, WILLIAM RAINEY								
Center for Disabilities	*	25.00	24.00	$792,900	767948.00	($24,952)	341,555	$426,393
Minority Student Transfer Center	*	1.50	1.00	$44,699	$70,000	$25,301	70,000	$0
Women's Program	*	6.00	6.00	$276,900	256009.00	($20,891)	174,170	81,839
Center for Multicultural Affairs and Counseling	*	9.00	9.00	$381,300	381801.00	$501	$0	$381,801
Admissions Outreach	#		2.00	$0	$0	$0	$0	$0
Human Resources			1.50	$0	$283,466	$283,466	$0	$283,466
HEARTLAND COMMUNITY COLLEGE								
Special Populations (including Disabilty Services)		0.50	0.53	$89,598	$100,936	$11,338	$0	$0
Disability Services		0.03	0.97	$969	$0	($969)	$0	$33,410
Workforce Prep			0	$0	$0	$0	$94,613	$0
Current Workforce Training			1.5	$0	$0	$0	$77,632	$0
Education to Careers			2	$0	$0	$0	$95,465	$0
Welfare to Work			1	$0	$0	$0	$61,504	$0
Accelerated College Enrollment			0	$0	$0	$0	$21,376	$0
Technology Support Grant			0	$0	$0	$0	$191,803	$0
Illinois CC Online Grant			0.0731	$0	$0	$0	$13,808	$0
TRIO (SSS Grant) - Project Rise			3	$0	$0	$0	$0	$195,000
Carl D. Perkins Grant			0.75	$0	$0	$0	$0	$194,514
HIGHLAND COMMUNITY COLLEGE								
ICCB Special Populations Grant	*	4.00	4.00	$94,000	$84,148	($9,852)	$84,148	$0
Title IV, Student Support Services	*	4.00	4.00	$125,000	$125,000	$0	$125,000	$0
Title IV, Upward Bound	#	2.00	2.00	$69,000	$69,000	$0	$69,000	$0
ISBE Carl Perkins Grant	*	1.50	1.50	$40,000	$42,000	$2,000	$42,000	$0
Illinois On-Line Grant	*		1.50	$0	$23,317	$23,317	$23,317	$0
ICCB Welfare to Work Grant	*		1.50	$0	$48,331	$48,331	$48,331	$0
ILLINOIS CENTRAL COLLEGE								
Disability Services	*	1.00	1.00	$92,856	$92,856	$0	$92,856	$0
Minority Transfer Center	*	2.50	2.50	$65,000	$65,000	$0	$65,000	$0
Opportunities Program		6.50	0.00	$441,505	$0	($441,505)	$0	$0
Special Academic Services		1.00	1.00	$173,841	$173,841	$0	$173,841	$0
Student Support Services		5.00	5.00	$256,867	$274,495	$17,628	$0	$274,495
Caterpillar Young Scholars	#	0.25	0.25	$25,000	$25,000	$0	$0	$25,000
AES/ CILCO College Yes	#	0.50	0.50	$60,000	$60,000	$0	$0	$60,000
Upward Bound	#	--	3.00	$0	$254,272	$254,272	$0	$254,272
ILLINOIS EASTERN COMMUNITY COLLEGES								
ICCB Special Populations		6.14	6.14	$142,565	$138,917	($3,648)	----	----
Adult Basic/Adult Secondary Ed		----	----	----	----	----	----	----
Education to Careers		----	----	----	----	----	----	----
IL Employment Training Cntr (IETC)		----	----	----	----	----	----	----
International/ English as a Sec Lang		----	----	----	----	----	----	----
Job Location Development (JLD)		----	----	----	----	----	----	----

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DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING UNDERREPRESENTED STUDENTS AND STAFF AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2001 AND 2002

Program		Staff Years Budgeted FY01	Staff Years Budgeted FY02	Total Dollars Budgeted FY01	Total Dollars Budgeted FY02		Change In Total Dollars Budgeted	FY02 Breakout for Total Dollars Budgeted State (Restricted) Appropriation	Other Sources
	Literacy	---	---	---	---		---	---	---
	Perkins(Disadvantaged Students)	---	---	---	---		---	---	---
	Single Parent/Displaced Homemaker	---	---	---	---		---	---	---
	Student Success Network	---	---	---	---		---	---	---
	Talent Search	---	---	---	---		---	---	---
	Upward Bound Program	---	---	---	---		---	---	---
	Welfare to Work	---	---	---	---		---	---	---
ILLINOIS VALLEY COMMUNITY COLLEGE									
	Student Support Services (TRIO)	4.00	4.00	$248,454	$259,303		$10,849	$0	$259,303
	Adult Education (ABE/GED/ESL)	3.25	3.25	$0	$210,009		$210,009	$0	$210,009
	Hola, Mendota		0.25	$0	$3,890		$3,890	$0	$3,890
	Alma Latina		0.25	$0	$0		$0	$0	$0
	People of the World End Racism (POWER)	0.25	0.25	$1,600	$1,600		$0	$0	$1,600
	Carl Perkins	1.75	1.75	$64,233	$54,119		($10,114)	$0	$54,119
	Academic Dev Center/Special Needs	7.26	7.26	$108,630	$137,100		$28,470	$0	$137,100
JOLIET JUNIOR COLLEGE									
HECA	Multi-Cultural Transfer Center	1.75	1.75	$64,000	$89,000		$25,000	$65,000	$24,000
	Joliet Area Math, Science and Computer Educational	2.00	1.75	$85,000	$104,000		$19,000	$80,000	$24,000
FED/INST	Project Achieve\Student Support Services	6.00	6.00	$267,683	$348,408		$80,725	$334,408	$14,000
	Special Needs (Now StAR Program)	8.25	10.75	$231,776	$145,567	**	($86,209)	$79,951	$65,616
	Carl Perkins			$236,788	$155,119	**	($81,669)	$0	$0
	Division of Adult and Family Services	60.00	21.75	$622,702	$1,247,927		$625,225	$0	$0
	Opportunities Program			$1,110,374	$58,510		($1,051,864)	$0	$0
	Adult Education Admin/Support/Staff	12.00	12.25	$0	$0		$0	$0	$0
	Adult Case Managers, Outreach, and Education to Career staff	5.00	0.00	$0	$0		$0	$0	$0
	SOS Volunteer Literacy Tutorials			$45,000	$45,000		$0	$0	$0
	Reading Achievement Program	1.00	1.00	$0	$0		$0	$0	$0
	Special Populations (Admin,Counseling, Support)	13.00	13.85	$0	$262,050		$262,050	$0	$0
	Advancing Opportunities	2.00		$0	$0		$0	$0	$0
	Displaced Homemakers	1.00		$71,000	$0		($71,000)	$0	$0
	Welfare to Work	1.00	0.50	$77,098	$73,477		($3,621)	$0	$0
	Learning for Earning	2.50	0.50	$0	$0		$0	$0	$0
	Teen Reach	1.50		$0	$32,000		$32,000	$0	$0
	Women's College	1.00	1.00	$0	$26,950		$26,950	$0	$0
	Career Planning & Placement - Carl Perkins	1.88	0.73	$24,630	$24,973	**	$343	$0	$0
	International/Inter-cultural Education (IIE)			$0	$0		$0	$0	$0
	Tech Prep	1.00	1.50	$246,807	$246,807		$0	$0	$0
	Education to Careers			$0	$103,872		$103,872	$0	$0
	ENLACE*** (Latinos)			$0	$41,133		$41,133	$0	$0
	** StAR & CPP partially funded w/Perkins Funds								
	*** Funded by Kellogg Foundation (27,457) & School (13,683 No state or fed money)								
KANKAKEE COMMUNITY COLLEGE									
	Affirmative Action		0.50	$2,000	$2,000		$0	$0	$0
	Gender Equity			$0	$0		$0	$0	$0
	Partners in Success			$0	$0		$0	$0	$0
	Building Opportunities			$0	$0		$0	$0	$0
	ESL/Coop/Hispanic Community			$0	$0		$0	$0	$0
	Transfer Center	•	1.20	1.30	$43,000	$43,000	$0	$0	$0
	Job Training Partnership				$0	$0	$0	$0	$0

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Program		Staff Years Budgeted FY01	Staff Years Budgeted FY02	Total Dollars Budgeted FY01	Total Dollars Budgeted FY02	Change In Total Dollars Budgeted	FY02 Breakout for Total Dollars Budgeted State (Restricted) Appropriation	FY02 Breakout for Total Dollars Budgeted Other Sources
Literacy Programs		3.50	3.00	$84,282	$87,296	$3,014	$0	$0
Office of Special Populations		6.20	8.00	$336,318	$333,460	($2,858)	$257,941	$75,519
Ounce of Prevention			4.00	$0	$168,433	$168,433	$0	$0
Parent Support/DFI		2.00	0.00	$54,000	$0	($54,000)	$0	$0
Parent Training Initiative		2.00	2.00	$33,018	$27,018	($6,000)	$0	$0
Advancing Opportunities		3.50	0.00	$117,203	$0	($117,203)	$0	$0
Beyond the GED		1.50	0.00	$75,000	$0	($75,000)	$0	$0
Workforce Prep Liaison; WTW	•	1.50	1.50	$72,000	$67,758	($4,242)	$0	$0
Healthy Families			0.00	$0	$0	$0	$0	$0
Public Aid Job Skills				$0	$0	$0	$0	$0
KCTC - Adult Education		1.00	0.00	$24,403	$0	($24,403)	$0	$0
Welfare to Work Grants				$0	$0	$0	$0	$0
Upward Bound	#	3.90	4.00	$350,050	$354,055	$4,005	$0	$0
Minority Achievement Experience		1.00	0.00	$50,000	$0	($50,000)	$0	$0
Educational Talent Search	#	4.00	4.00	$197,676	$222,428	$24,752	$0	$0
CITE		1.00	0.00	$60,000	$0	($60,000)	$0	$0
Youth Program Services	#	3.00	3.00	$140,000	$135,702	($4,298)	$0	$0
Workforce Investment Act		21.00	21.00	$2,634,923	$2,696,953	$62,030	$0	$0
Young Parents Program		9.00		$333,284	$191,851	($141,433)	$0	$0
Bridge to Opportunitiy	•		2.50	$0	$75,000	$75,000	$75,000	$0
TRAIN	•							
KASKASKIA COLLEGE								
Affirmative Action			0.35	$361,900	$25,000	••	$0	$25,000
Black Student Assoc.	•	0.5	0.25	$750	$1,050	$300	$0	$750
TRIO/Student Support Program		4	4.67	221454	$219,067	($2,387)	$219,067	$0
KASKASKIA COLLEGE (cont.)								
Perkins Special Populations	•	1.5	2.5	$0	$86,311	••	$86,311	$0
Reading Link		5	9	$170,560	$150,000	($20,560)	$150,000	$0
KISHWAUKEE COLLEGE								
Spanish Gemeral Ed. Development Classes	•	0.50	0.35	$9,450	$5,467	($3,983)	$5,467	$0
Spanish Gemeral Ed. Development Testing	•	0.05	0.1	$300	$689	$389	$689	$0
Special Needs Counseling Services	•	0.40	0.4	$21,950	$23,022	$1,072	$0	$23,022
Minority Transfer Center	•	2.00	2	$90,500	$89,454	($1,046)	$59,000	$30,454
Math/Science Academy for Girls		0.35	0	$11,400	$0	($11,400)	$0	$0
Assistive Resources Center/Disability Services	•	1.00	1	$56,040	$58,640	$2,600	$58,640	$0
Accelerated College Enrollment (ACE)	#	0.05	0.05	$12,000	$14,800	$2,800	$14,800	$0
Adult Basic Education Program		0.50	1.75	$100,635	$158,861	$58,226	$158,861	$0
Adult Student Connections	•	1.50	1.5	$32,471	$40,632	$8,161	$40,632	$0
Bilingual Counseling Program	•	0.00	0.75	$0	$29,247	$29,247	$29,247	$0
English as a Second Language Program	•	0.40	0.4	$64,000	$77,368	$13,368	$77,368	$0
Family Literacy Program	•#	2.00	1.8	$104,000	$131,500	$27,500	$131,500	$0
Advancing Opportunities		1.00	0	$37,576	$0	($37,576)	$0	$0
Hispanic Outreach Program		0.00	0.15	$0	$10,000	$10,000	$10,000	$0
Job Assistance Program		0.50	0.25	$14,677	$12,574	($2,103)	$12,574	$0
Literacy Program		1.00	1.25	$45,000	$45,000	$0	$45,000	$0
Public Assistance Program		1.00	0.80	$70,000	$63,243	($6,757)	$63,243	$0
Teen Parent Services Program	#	0.25	0.25	$19,100	$11,000	($8,100)	$11,000	$0
Welfare to Work		0.50	0.50	$61,086	$47,341	($13,745)	$47,341	$0

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Program		Staff Years Budgeted FY01	Staff Years Budgeted FY02	Total Dollars Budgeted FY01	Total Dollars Budgeted FY02	Change In Total Dollars Budgeted	FY02 Breakout for Total Dollars Budgeted State (Restricted) Appropriation	FY02 Breakout for Total Dollars Budgeted Other Sources
Workforce Preparation for Youth Programs:								
Dekalb County	#	0.50	0.5	$20,870	$56,093	$35,223	$56,093	$0
Ogle County	#	0.00	0.25	$0	$27,900	$27,900	$27,900	$0
LAKE COUNTY, COLLEGE OF								
Allied Health		1.00	1.00	$210,000	$221,000	$11,000	----	----
In School Youth		0.00	1.25	$0	$50,000	$50,000	----	----
ENLACE		0.00	1.00	$0	$27,450	$27,450	----	----
IETC Services		0.50	0.50	$30,000	$30,000	$0	----	----
Fifty Plus Job Fair		0.25	0.25	$12,500	$12,500	$0	----	----
Academic Support for Athletes		0.05	0.05	$4,064	$4,064	$0	----	----
Hispanic Auto Program		0.50	0.50	$21,000	$5,000	($16,000)	----	----
Welfare to Work		1.00	1.00	$74,061	$73,449	($612)	----	----
Adult Education		16.50	6.00	$644,564	$205,243	($439,321)	----	----
Public Assistance Intake Referrals		2.00	2.00	$179,000	$215,241	$36,241	----	----
Advancing Opportunities		1.00	1.00	$89,344	$0	($89,344)	----	----
Adult Education Performance		7.40	15.00	$160,837	$378,140	$217,303	----	----
GED/High School Completion		15.00	0.50	$201,499	$205,243	$3,744	----	----
ABE/ESL Federal Grant		37.00	37.00	$298,000	$300,000	$2,000	----	----
Volunteer Literacy		3.50	3.00	$74,545	$126,842	$52,297	----	----
Learning Assistance Center		1.00	1.00	$25,000	$26,000	$1,000	----	----
New Student Orientation		2.25	2.25	$55,115	$56,872	$1,757	----	----
Student Retention Program		3.00	3.00	$103,861	$103,500	($361)	----	----
Gospel Choir		0.50	0.50	$17,708	$5,000	($12,708)	----	----
Future Teachers		0.50	0.50	$18,441	$10,000	($8,441)	----	----
Saturday Youth Institute		1.00	1.00	$20,001	$1,650	($18,351)	----	----
Martin Luther King Wall of Respect		0.20	0.05	$18,063	$4,627	($13,436)	----	----
US Hispanic Leadership Conference		0.05	0.05	$2,660	$2,660	$0	----	----
Special Needs Disabled		7.50	7.50	$206,611	$208,611	$2,000	----	----
Black Student Union		0.20	0.20	$6,400	$4,994	($1,406)	----	----
Hispanic Club		0.20	0.20	$7,302	$5,325	($1,977)	----	----
Historically Black College Tour		0.10	0.10	$900	$2,616	$1,716	----	----
King's Dream		0.60	0.60	$14,135	$4,627	($9,508)	----	----
Black Diamonds		0.10	0.10	$350	$2,287	$1,937	----	----
Kwanzaa		0.15	0.15	$3,507	$498	($3,009)	----	----
Getting it Together		0.50	0.50	$11,800	$4,000	($7,800)	----	----
Multicultural Mentorship		0.00	0.00	$0	$0	$0	----	----
Talent Search		5.00	5.00	$232,222	$262,794	$30,572	----	----
Faculty and Staff Diversity Project		1.00	1.50	$76,000	$76,000	$0	----	----
Bridges		0.65	0.65	$25,250	$22,762	($2,488)	----	----
Perkins Grant		2.75	2.50	$242,442	$280,764	$38,322	----	----
Project Win		0.50	0.50	$15,000	$2,488	($12,512)	----	----
Summer Tech Workshop-Talent Srch		0.20	0.26	$3,000	$3,000	$0	----	----
LAKE LAND COLLEGE								
Special Needs Counselor & Services*	*	2.50	2.50	$83,160	$92,986	$9,826	$92,986	$0
Perkins Services*	*	1.50	1.50	$106,000	$110,000	$4,000	$110,000	$0
English as a Second Language*	*		1.00	$0	$15,500	$15,500	$0	$15,500
International Studies*	*		1.00	$0	$58,897	$58,897	$0	$58,897
Intensive English Language*	*		1.75	$0	$28,000	$28,000	$0	$28,000
Academic Advisement for Athletes#	#		1.00	$0	$37,748	$37,748	$0	$37,748

Illinois Community College Board

Appendix A

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING UNDERREPRESENTED STUDENTS AND STAFF AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2001 AND 2002

Program		Staff Years Budgeted FY01	Staff Years Budgeted FY02	Total Dollars Budgeted FY01	Total Dollars Budgeted FY02	Change In Total Dollars Budgeted	FY02 Breakout for Total Dollars Budgeted State (Restricted) Appropriation	FY02 Breakout for Total Dollars Budgeted Other Sources
Accelerated College Enrollment#	#		1.00	$0	$57,748	$57,748	$34,098	$23,650
Tech Prep#	#		1.50	$0	$200,148	$200,148	$200,148	$0
Welfare to Work#	#		1.00	$0	$60,040	$60,040	$60,040	$0
Career Services (College/Career Day, 8th Grade Career Conference)	#		0.15	$0	$4,800	$4,800	$0	$4,800
College for Kids#	#		0.50	$0	$9,000	$9,000	$0	$9,000
Pathways#	#		12.00	$0	$300,855	$300,855	$300,855	$0
LEWIS & CLARK COMMUNITY COLLEGE								
Black Student Association	*	1.15	0.00	$56,138	$0	($56,138)		
Student Support Services	*	4.70	4.73	$221,635	$241,712	$20,077	$241,712	$0
Supported School-to-Work Transition	*	7.50	10.18	$286,500	$377,882	$91,382	$377,882	$0
S-JET	*	0.00	0.00	$0	$0	$0	$0	$0
Talent Search	#		4.24	$0	$246,103	$246,103	$246,103	$0
Upward Bound	#		4.28	$0	$260,411	$260,411	$260,411	$0
Teen Parent	#		7.60	$0	$288,893	$288,893	$288,893	$0
Minority Affairs	*		1.60	$0	$37,313	$37,313	$22,713	$14,600
Student Athletics	*		2.28	$0	$149,078	$149,078	$0	$149,078
Special Learning Needs	*		0.23	$0	$9,885	$9,885	$9,885	$0
Perkins (Tutoring, Math Lab, Spec Pops)	*		4.40	$0	$168,465	$168,465	$168,465	$0
Online Writing Lab	*		0.50	$0	$10,374	$10,374	$0	$10,374
Special Populations	*		3.14	$0	$96,659	$96,659	$96,659	$0
LINCOLN LAND COMMUNITY COLLEGE								
LLCC Summer College for Kids		0.51	0.51	$6,000	$6,000	$0	$0	$0
LLCC Trustee Tuition Waivers		0.00	0.00	$16,790	$15,366	($1,424)	$0	$0
Minority Transfer Center	*	1.75	1.00	$65,000	$42,000	($23,000)	$42,000	$0
Special Needs Program	*	7.75	7.75	$175,800	$175,800	$0	$175,800	$0
Community Technology Center	*	1.00	5.00	$300,000	$300,000	$0	$300,000	$0
Women's Center		1.00	1.00	$8,470	$7,754	($716)	$0	$0
Urban League Tuition Waivers		0.00	0.00	$35,500	$38,095	$2,595	$0	$0
LOGAN COLLEGE								
Black Student Association	*			$700	$700	$0	$0	$700
Disabled Student Services	*	1.00	1.00	$112,849	$117,978	$5,129	$117,978	$0
Deaf and Hard of Hearing Services	*	1.00	1.00	$107,631	$107,631	$0	$107,631	$0
International Club	*			$300	$300	$0	$0	$300
Minority Transfer Center	*	2.00	2.00	$50,000	$50,000	$0	$50,000	$0
McHENRY COUNTY COLLEGE								
Multi cultural Services and Programs		2.00	3.00	$121,000	$123,505	$2,505	$38,993	$84,512
Special Needs		14.00	14.00	$268,238	$283,388	$15,150	$161,757	$121,631
English as a Second Language		55.00	55.00	$444,906	$610,040	$165,134	$610,040	$0
Adult Basic Education		9.00	9.00	$64,944	$66,256	$1,312	$66,256	$0
Adult Secondary Education		13.00	13.00	$88,110	$89,890	$1,780	$89,890	$0
MORAINE VALLEY COMMUNITY COLLEGE								
ABE/GED/ESL/Literacy	B	10.00	10.00	$639,138	$813,868	$174,730	$679,648	$134,220
Advancing Opportunities	A	0.50		$22,619	$0	($22,619)	$0	$0
African American History Month	A	0.50		$2,500	$2,500	$0	$0	$2,500
Alliance of African American Students	A	0.25		$850	$800	($50)	$0	$800
Alliance of Latin American Students	A	0.50		$750	$800	$50	$0	$800

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DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING UNDERREPRESENTED STUDENTS AND STAFF AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2001 AND 2002

Program		Staff Years Budgeted FY01	Staff Years Budgeted FY02	Total Dollars Budgeted FY01	Total Dollars Budgeted FY02	Change In Total Dollars Budgeted	FY02 Breakout for Total Dollars Budgeted State (Restricted) Appropriation	Other Sources
Arab Student Union	A			$400	$800	$400	$0	$800
College Prep Workshops at High Schools	B#	1.00	1.00	$2,500	$2,500	$0	$0	$2,500
Community Nights/Information Sessions	B	0.50	0.50	$4,008	$4,008	$0	$0	$4,008
Cultural Diversity Programs: College Activities	A	0.50	0.50	$4,000	$4,000	$0	$0	$4,000
Cultural Diversity Center	A	1.00	1.00	$134,577	$0	($134,577)	$0	$0
Developmental Education/Academic Skills Center	B	7.00	7.00	$926,000	$1,158,142	$232,142	$211,850	$946,292
Family Literacy and Public Asst. Coor	B	1.00	1.00	$97,814	$119,605	$21,791	$0	$119,605
Higher Education Issues for Latin American Students	A	0.25		$300	$0	($300)	$0	$0
Displaced Homemaker	A	1.00	1.00	$0	$65,000	$65,000	$0	$65,000
Indian/Pakistani Student Unv	A			$300	$0	($300)	$0	$0
JTPA Title-3A (WIA Title 1D)	B	2.00	2.60	$125,000	$125,000	$0	$0	$125,000
JTPA Title-3G	B	1.00		$0	$0	$0	$0	$0
JTPA Title-2A (WIA Title 1A)	B	0.50	0.73	$50,000	$50,000	$0	$0	$50,000
Jump Start	B#			$68,080	$82,667	$14,587	$0	$82,667
Latin Cultural Awareness Month	A	0.25		$2,500	$0	($2,500)	$0	$0
LEAP	A	0.50	0.50	$48,000	$48,000	$0	$0	$48,000
Learning Development Support System	A	2.50	2.50	$101,840	$99,976	($1,864)	$99,976	$0
Minority Student Academic Achievement	A	1.00	1.00	$32,432	$33,729	$1,297	$0	$0
Minority Student Transfer Center	A	1.50	1.50	$66,000	$71,000	$5,000	$71,000	$0
Multicultural Student Affairs	A	1.50	1.50	$0	$120,953	$120,953	$0	$120,953
Nursing (Mentoring Program/Tutoring)	B	1.00	1.00	$22,000	$22,000	$0	$0	$22,000
Off-Campus, Eisenhower Center	B	0.25	0.25	$10,000	$10,000	$0	$0	$10,000
Physically Handicapped Support Services	A	1.00	1.00	$79,200	$89,565	$10,365	$0	$0
Returning Woman	A			$8,000	$1,465	($6,535)	$0	$0
Sensitivity to Diversity Workshop	A	0.25		$0	$0	$0	$0	$0
Student Support Services/Trio	A		4.00	$0	$195,000	$195,000	$0	$195,000
Summer Youth Training program	B#	2.00	2.00	$58,870	$58,870	$0	$0	$58,870
Welfare to Work	A	1.25	1.00	$70,527	$87,974	$17,447	$87,974	$0
Women's History Month Program	A			$300	$300	$0	$0	$300
A - programs whose primary purpose is to serve targe t populations								
B - programs that serve large numbers of targeted populations								
MORTON COLLEGE								
Hispanic Heritage Club		0.10	0.10	$400	$500	$100	$100	$0
Lillian Baar Scholarship				$1,100	$1,110	$10	$1,110	$0
Pinnacle Bank Scholarship				$1,000	$0	($1,000)	$0	$0
Special Populations/LD Specialist		0.50	1.00	$28,562	$29,704	$1,142	$29,704	$0
Special Populations Coordinator		1.00	1.00	$32,750	$34,060	$1,310	$34,060	$0
LEP Services		0.50	1.00	$14,106	$28,212	$14,106	$28,212	$0
ACS/ESL Specialist		1.00	1.00	$19,150	$19,916	$766	$19,916	$0
Peer Tutors/Math-Writing Lab Tutors		1.50	1.50	$63,980	$66,538	$2,558	$66,538	$0
Special Needs Academic Advisor		1.00	1.00	$34,000	$35,360	$1,360	$35,360	$0
Special Needs Testing Specialist		1.00	1.00	$33,675	$35,022	$1,347	$35,022	$0
Adult Education Testing Specialist		1.00	1.00	$33,675	$35,022	$1,347	$35,022	$0
Adult Education Program Specialist		1.00	1.00	$27,110	$28,184	$1,074	$28,814	$0
Women/Minority Scholarships				$0	$34,289	$34,289	$0	$34,289
OAKTON COMMUNITY COLLEGE								
ASSIST Services for students with disabilities		2.00	2.00	$74,875	$125,056	$50,181	$125,056	$0
Black Student Union		0.00	0.00	$0	$0	$0	$0	$0
BN/AT (Basic Nurse Assistant Training Program)		3.50	3.50	$110,000	$110,000	$0	$110,000	$0

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DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING UNDERREPRESENTED STUDENTS AND STAFF AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2001 AND 2002

Program		Staff Years Budgeted FY01	Staff Years Budgeted FY02	Total Dollars Budgeted FY01	Total Dollars Budgeted FY02	Change In Total Dollars Budgeted	FY02 Breakout for Total Dollars Budgeted State (Restricted) Appropriation	FY02 Breakout for Total Dollars Budgeted Other Sources
Cultures Week		0.00	0.00	$6,775	$6,775	$0	$6,775	$0
Educational Programming		0.40	0.40	$21,500	$21,500	$0	$21,500	$0
Family Literacy		0.25	0.25	$32,257	$32,257	$0	$32,257	$0
Futures		0.15	0.15	$5,000	$5,000	$0	$5,090	$0
High Risk Nursing Program		1.50	1.50	$24,000	$24,000	$0	$24,000	$0
HCOP (Health Career Opportunity Program)		3.00	3.00	$150,000	$150,000	$0	$134,455	$15,545
JVS Medical Billing		0.00	0.00	$0	$0	$0	$0	$0
Japanese Club		0.00	0.00	$1,962	$1,962	$0	$1,962	$0
SOS/Library Literacy		1.30	1.30	$70,000	$70,000	$0	$70,000	$0
STEPS (Services to Establish Patterns of Success)		3.50	3.50	$206,665	$206,665	$0	$0	$206,665
Transit		0.00	0.00	$0	$0	$0	$0	$0
Middle Eastern Club		0.00	0.00	$0	$0	$0	$0	$0
Minority Leadership Conference		0.00	0.00	$0	$0	$0	$0	$0
Minority Transfer Center		1.25	1.25	$54,000	$55,000	$1,000	$10,415	$44,585
Pnyozone (Filipino club)		0.00	0.00	$0	$0	$0	$0	$0
South Asian Association		0.00	0.00	$2,692	$2,692	$0	$2,692	$0
Spanish Club		0.00	0.00	$628	$628	$0	$628	$0
Transfer Club		0.00	0.00	$0	$0	$0	$0	$0
Women's Day		0.20	0.20	$9,500	$9,500	$0	$9,500	$0
French Club		0.00	0.00	$458	$458	$0	$458	$0
International Students		0.00	0.00	$475	$475	$0	$475	$0
Oakton Pride		0.00	0.00	$100	$100	$0	$100	$0
Todos Unidos		0.00	0.00	$100	$100	$0	$100	$0
PARKLAND COLLEGE								
Classroom Assessment & Research Initiative		0.25	1.25	$2,439	$107,500	$105,061	$0	$107,500
Disability Services (Student Support/Counseling)	*	2.50	2.50	$84,834	$83,137	($1,697)	$20,288	$62,849
Diversity (Faculty Hiring Initiative)		4.00	4.00	$105,191	$122,732	$17,541	$0	$122,732
Special Populations (Preparedness/Transition)		4.75	3.50	$168,609	$173,154	$4,545	$37,513	$135,641
Transfer Center (HECA)		1.00	1.00	$62,000	$63,000	$1,000	$0	$63,000
Voc Ed - Perkins		2.00	2.75	$421,977	$434,873	$12,896	$0	$434,873
Women's Program/Services	*	1.25	0.50	$48,770	$27,300	($21,470)	$10,000	$17,300
Learning Lab		4.80	5.70	$153,367	$143,007	($10,360)	$0	$143,007
Peer Tutoring		2.90	2.80	$26,166	$27,550	$1,384	$0	$27,550
Intensive English Program	*	6.00	6.00	$289,181	$289,416	$235	$0	$289,416
TRIO/Student Support Services		4.50	4.00	$205,399	$216,454	$11,055	$0	$216,454
College For Kids program	#	2.20	2.98	$130,611	$112,336	($18,275)	$0	$112,336
TRIO/Educational Talent Search	#	3.00	4.00	$197,676	$212,428	$14,752	$0	$212,428
Academic Development Center and Integrated Studies (new FY 02)		0.00	1.50	$0	$37,040	$37,040	$37,040	$0
Counseling-Special Populations Advisor		0.00	0.50	$0	$16,367	$16,367	$16,367	$0
PRAIRIE STATE COLLEGE								
Affirmative Action/Equal Opportunity	*	0.10	0.10	$7,158	$7,394	$236	$0	$7,394
Disabled Student Services	*	0.30	0.30	$20,986	$21,679	$693	$21,679	$0
Academic Assistance and Assessment Center		4.00	4.00	$266,500	$200,137	($66,363)	$200,137	$0
HECA Transfer Center	*	1.00	2.00	$70,000	$72,000	$2,000	$72,000	$0
Office of Minority Student Affairs	*	2.00	1.00	$59,153	$62,105	$2,952	$0	$62,105
Project HOPE	*	3.00	2.00	$120,000	$111,615	($8,385)	$111,615	$0
Returning Woman's Program	*	0.20	0.20	$8,664	$8,924	$260	$0	$8,924
Workforce Training and Services (WIA)		6.00	6.00	$154,403	$325,000	$170,597	$325,000	$0
Office of Student Life - Clubs		0.50	0.50	$37,500	$24,000	($13,500)	$0	$24,000

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DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING UNDERREPRESENTED STUDENTS AND STAFF AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2001 AND 2002

Program		Staff Years Budgeted FY01	Staff Years Budgeted FY02	Total Dollars Budgeted FY01	Total Dollars Budgeted FY02	Change In Total Dollars Budgeted	FY02 Breakout for Total Dollars Budgeted State (Restricted) Appropriation	Other Sources
Workplace Literacy Institute		2.50	2.50	$65,761	$34,747	($31,014)	$34,747	$0
Family Literacy Institute		3.00	3.00	$89,985	$147,835	$57,850	$147,835	$0
Adult Literacy Institute		3.00	3.00	$69,571	$72,543	$2,972	$72,543	$0
Learning In Context	*	0.25	0.25	$48,245	$40,000	($8,245)	$40,000	$0
Early Alert		0.25	0.25	$9,345	$9,625	$280	$9,625	$0
Outcomes Assessment Initiative		0.50	0.50	$21,893	$22,550	$657	$0	$22,550
ABE/GED Program		40.00	40.00	$99,100	$565,890	$466,790	$531,035	$34,855
ESL Program	*	13.00	13.00	$47,300	$140,334	$93,034	$115,892	$24,442
Diversity Learning Circle		0.10	0.10	$4,368	$4,608	$240	$0	$4,608
Kids@ College	#	4.00	4.00	$52,500	$42,300	($10,200)	$0	$42,300
Child Care Center	#	5.50	5.50	$225,000	$200,000	($25,000)	$0	$200,000
REND LAKE COLLEGE								
Affirmative Action Office		0.10	0.10	$3,713	$6,632	$2,919	$0	$6,632
STARS (TRIO)		3.50	4.00	$188,309	$241,575	$53,266	$0	$241,575
Teen Parent Services		2.75	2.75	$82,467	$181,000	$98,533	$0	$181,000
Vocational Special Pop		1.25	1.75	$104,300	$130,721	$26,421	$0	$130,721
Skills Center-Adult Ed		6.25	7.25	$333,528	$335,476	$1,948	$335,476	$0
Even Start-Family Literacy		2.50	3.50	$75,000	$103,000	$28,000	$0	$103,000
SOS-Literacy		1.75	1.75	$65,000	$65,000	$0	$0	$65,000
Welfare to Work		2.00	2.00	$65,738	$62,075	($3,663)	$0	$62,075
Counseling-Special Needs		0.25	0.25	$13,062	$13,062	$0	$0	$13,062
Alternative Education		1.00	1.75	$53,047	$57,731	$4,684	$0	$57,731
Future Focus		3.50	3.50	$175,000	$175,000	$0	$0	$175,000
Upward Bound (TRIO)		3.00	3.00	$203,000	$215,365	$12,365	$0	$215,365
RICHLAND COMMUNITY COLLEGE								
Black Student Association		0.12	0.12	$2,300	$2,300	$0	$0	$2,300
College Futures		1.00	1.00	$60,000	$2,937	($57,063)	$0	$2,937
Displaced Homemakers		1.50	1.50	$68,000	$68,000	$0	$0	$0
Families in Transition		0.00	0.00	$268	$0	($268)	$0	$0
Special Populations		1.00	0.00	$0	$0	$0	$0	$0
Transfer Center		2.00	2.50	$68,000	$69,000	$1,000	$0	$0
Disability Accommodations Services		2.00	2.00	$61,904	$74,965	$13,061	$0	$74,965
Students Unlimited		0.12	0.12	$500	$300	($200)	$0	$600
NAACP College Chapter		0.12	0.12	$1,100	$1,200	$100	$0	$1,200
ROCK VALLEY COLLEGE								
Adult Education Center (ABE/GED/ESL)		14.00	14.00	$632,000	$663,651	$31,651	$203,167	$460,484
Association for Asian Students	*	0.00	0.00	$500	$725	$225	$0	$725
Association for Latin American Students	*	0.00	0.00	$500	$5,693	$5,193	$0	$5,693
Black Student Alliance	*	0.00	0.00	$1,500	$2,819	$1,319	$0	$2,819
Disability Support Services	*	0.25	0.25	$35,000	$63,000	$28,000	$0	$63,000
High School Connections	#	6.00	6.00	$325,000	$338,194	$13,194	$140,832	$197,362
International Program		0.50	0.50	$10,000	$17,295	$7,295	$0	$17,295
Minority Transfer Center	*	1.00	1.50	$60,000	$65,000	$5,000	$0	$65,000
Perkins Support Services		1.50	3.00	$221,709	$231,812	$10,103	$0	$231,812
Services to Women (Displaced Homemaker, Advancing Opps)	*	5.00	5.00	$325,000	$358,992	$33,992	$33,992	$325,000
Upward Bound	#	3.00	3.00	$200,000	$211,000	$11,000	$0	$211,000
Refugee and Immigrant Services	*	7.00	7.00	$400,000	$404,900	$4,900	$0	$404,900

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DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING UNDERREPRESENTED STUDENTS AND STAFF AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2001 AND 2002

Program		Staff Years Budgeted FY01	Staff Years Budgeted FY02	Total Dollars Budgeted FY01	Total Dollars Budgeted FY02	Change In Total Dollars Budgeted	FY02 Breakout for Total Dollars Budgeted State (Restricted) Appropriation	FY02 Breakout for Total Dollars Budgeted Other Sources
SANDBURG COLLEGE, CARL								
Disabilities Support Services/Student Peer Tutor		1.50	1.50	$100,000	$100,000	$0	---	---
GED, ABE		1.20	1.20	$381,681	$381,681	$0	---	---
ESL		0.40	0.40	$4,500	$4,500	$0	---	---
Opportunities grant		1.00	0.00	$25,000	$0	($25,000)	---	---
Gale Scholars Program (partnership with public schools)				$0	$0	$0	---	---
TRIO (Student Support Services)		3.00	3.00	$137,134	$137,134	$0	---	---
Upward Bound		3.00	3.00	$211,562	$211,562	$0	---	---
SAUK VALLEY COMMUNITY COLLEGE								
Special Needs Coordinator		1.00	1.00	$46,154	$76,322	$30,168	---	---
Title IV, Student Support Services		1.00	4.00	$200,901	$223,982	$23,081	---	---
Peer Tutors (Sp. Pops & Perkins)				$43,686	$49,500	$5,814	---	---
SHAWNEE COMMUNITY COLLEGE								
Academic Enhancement	*	6.00	6.00	$207,503	$252,052	$44,549	$0	$0
Carl Perkins Special Needs	*	1.00	4.00	$178,599	$194,773	$16,174	$0	$0
Minority Transfer Center	*	2.00	1.00	$40,500	$41,000	$500	$487,825	$0
JTPA Grant								
SOUTH SUBURBAN COLLEGE OF COOK COUNTY								
Academic Assistance Center		5.00	5.00	$395,200	$418,912	$23,712	$0	$418,912
LS-AMP Grant	*	2.00	2.00	$3,000	$8,000	$5,000	$8,000	$0
Cultural Diversity	*	2.00	0.50	$61,300	$36,909	($24,391)	$0	$36,909
Disabled Student Services		2.00	2.00	$60,400	$103,721	$43,321	$16,332	$87,389
Opportunities		3.00		$130,600	$0	($130,600)	$0	$0
Returning Adult Programming		1.20	1.20	$36,100	$35,363	($737)	$0	$35,363
Special Needs	*	3.75	2.50	$133,300	$141,298	$7,998	$141,298	$0
Student Support Services	*	5.25	5.25	$223,300	$273,329	$50,029	$273,329	$0
Minority Transfer Center	*	2.00	2.00	$66,500	$149,951	$83,451	$66,500	$83,451
Job Training			2.00	$0	$97,100	$97,100	$97,100	$0
New Student Center			5.00	$0	$266,591	$266,591	$0	$266,591
Educational Talent Search			4.25	$0	$243,972	$243,972	$243,972	$0
SOUTHEASTERN ILLINOIS COLLEGE								
Developmental Studies		1.50	1.50	$58,862	$52,768	($6,094)	$52,768	$75,950
Education to Careers	#	0.00	1.50	$0	$59,826	$59,826	$59,826	$0
Welfare to Work		0.00	1.50	$0	$48,970	$48,970	$0	$48,970
Special Needs (Perkins)		3.00	3.00	$188,723	$192,183	$3,460	$192,183	$0
Student Support Services		4.00	4.00	$206,073	$253,423	$47,350	$0	$253,423
ADA	*	0.00	0.00	$0	$5,800	$5,800	$0	$5,800
SPOON RIVER COLLEGE								
Handicapped and Disadvantaged	*	0.75	0.45	$29,293	$29,323	$30	$29,323	$0
Special Populations	*	2.00	0.60	$42,147	$41,263	($884)	$41,263	$0
Welfare-to-Work			1.20	$0	$60,743	$60,743	$60,743	$0
TRITON COLLEGE								
ABE Job Placement Services		1.00	1.00	$25,000	$30,000	$5,000	$0	$30,000
Access to Allied Health Careers		1.00	1.00	$120,000	$120,000	$0	$0	$120,000
Black Academic Student Association		0.00	0.00	$500	$500	$0	$0	$500

Illinois Community College Board

Appendix A

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING UNDERREPRESENTED STUDENTS AND STAFF AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2001 AND 2002

Program		Staff Years Budgeted FY01	Staff Years Budgeted FY02	Total Dollars Budgeted FY01	Total Dollars Budgeted FY02	Change In Total Dollars Budgeted	FY02 Breakout for Total Dollars Budgeted State (Restricted) Appropriation	FY02 Breakout for Total Dollars Budgeted Other Sources
Center for Students with Disabilities		2.00	2.00	$226,003	$193,290	($32,713)	$62,933	$130,357
English as a Second Language		3.00	3.00	$775,000	$825,000	$50,000	$40,000	$785,000
Latin American Club		0.00	0.00	$500	$500	$0	$0	$500
Learning Assistance Center		12.00	9.00	$362,718	$362,548	($170)	$0	$362,548
MathPower Headquarters		3.00	3.00	$72,000	$98,000	$26,000	$0	$98,000
Minority Transfer Center		4.00	4.00	$205,000	$153,000	($52,000)	$0	$153,000
Multi cultural Center		0.75	0.75	$14,400	$13,870	($530)	$0	$13,870
Nuevos Horizontes		6.00	6.00	$122,738	$122,094	($644)	$0	$122,094
Pre-Nursing Learning Community		0.00	0.00	$0	$6,400	$6,400	$0	$6,400
Project Student Success		0.50	0.50	$20,000	$20,000	$0	$7,500	$12,500
Public Assistance Coordination Special Project		0.25	0.25	$11,000	$11,000	$0	$7,500	$3,500
Spanish Literacy/ESL Preparation		1.00	1.00	$20,000	$22,000	$2,000	$0	$22,000
Summer Bridge/Tech-Prep Bridge Program		0.50	0.50	$86,900	$138,000	$51,100	$0	$138,000
Triton College/Westlake Hospital Scholarship Program.		0.00	1.50	$103,646	$103,546	($100)	$0	$103,546
Upward Bound		4.00	4.00	$264,000	$282,000	$18,000	$0	$282,000
Workforce Development Center/Welfare to Work		1.50	1.50	$106,827	$102,350	($4,477)	$102,350	$0
WAUBONSEE COMMUNITY COLLEGE								
Learning Enhancement Center		7.75	7.75	$229,829	$245,637	$15,808	$0	$245,637
Access Center for Disabled Students		11.00	11.00	$340,678	$351,203	$10,525	$247,426	$103,777
Adult Education		17.00	17.00	$429,388	$423,859	($5,529)	$0	$423,859
Advancing Opportunities		1.75	0.00	$51,000	$0	($51,000)	$0	$0
Career Services		2.50	2.50	$99,745	$106,509	$6,764	$106,509	$0
Innovative Tech Design Center		2.00	2.00	$65,168	$73,048	$7,880	$73,048	$0
Student Support Services		12.00	12.00	$223,121	$274,695	$51,574	$242,337	$32,358
Transfer Center		2.00	1.50	$63,054	$62,277	($777)	$61,739	$538
Transition Program		1.50	1.50	$79,165	$105,934	$26,769	$105,934	$0
Interpreter Training Program		3.50	0.00	$124,974	$0	($124,974)	$0	$0
New Readers		0.25	0.00	$6,114	$0	($6,114)	$950	$0
Literacy		2.50	2.50	$72,646	$72,646	$0	$70,694	$0
Mutual Learning		0.25	0.25	$21,500	$15,000	($6,500)	$15,000	$0
Cultural Events/Student Organization		1.50	1.50	$73,511	$72,651	($860)	$0	$72,651
WOOD COMMUNITY COLLEGE, JOHN								
Perkins III		4.00	3.95	$215,212	$255,444	$40,232	$0	$0
Talent Search	#	6.50	5.50	$234,091	$259,936	$25,845	$0	$0
Student Support Services		5.00	5.80	$222,679	$283,842	$61,163	$0	$0
				**********	**********	$7,789,554.68	$25,247,137.04	**********

* Programs that are designed for or whose primary purpose is to serve a specific race/ethnic group with disabilities to further advance the goal of diversity.

** There has been no significant change in dollars budgeted for these programs over the past year; evidently, budgeted dollars were not accurately reported in FY 01.

Programs which are primarily serving secondary or younger student populations.

----- Data Not Available

Appendix B

Enrollment of Students with Disabilities

Undergraduate FY 2001-2002

Number of students with documented disabilities who self reported	11,383
Number of students with documented disabilities who requested services at Illinois community colleges	8,352

Undergraduate Number of Students by Type of Disability FY 2001-2002

Mobility	590
Visual	407
Auditory	598
Mental Impairment	542
Learning Disability	4,652
Medical Disability	761
Other	1,353
Unspecified	2,480
GRAND TOTAL	11,383

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